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ABSTRACT

This booklet contains a graphic presentation of the goals, plans, and accomplishments of the personnel of the Fort Worth public schools as of 1970. It is an evaluation and an inventory of the efforts of the personnel in all divisions and at all levels of responsibility. The report describes the accomplishments of project 1981 objectives and sets forth in separate chapters the goals and objectives of the board of education, the office of the superintendent, and the divisions of instruction, administration, special services and business. (Photographs may reproduce poorly.) (Author/JF)

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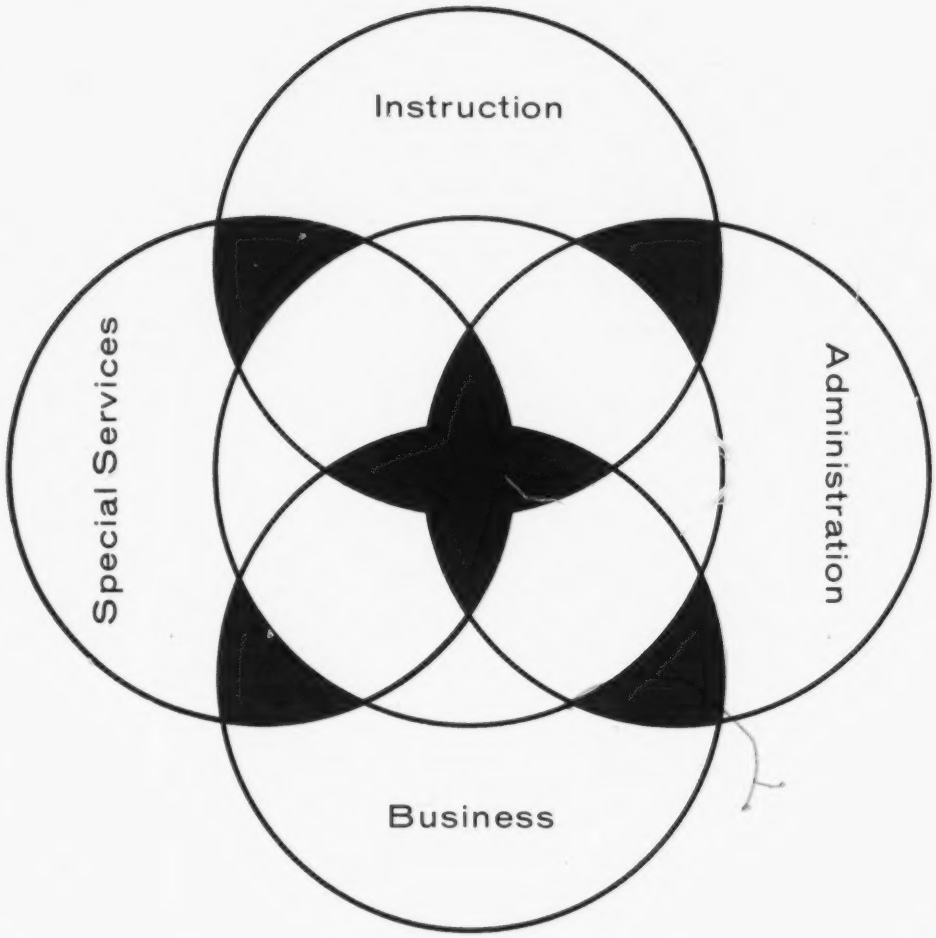

EA 005 209

Fort Worth Public Schools
Fort Worth, Texas
1971

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Acknowledgments

Mr. Loyd Turner, President of the Board of Education; Mr. Julius Truelson, Superintendent of Schools; and Mr. Frank Kudlaty, Assistant Superintendent for Instruction, initiated the preparation of *Project 1982* in a meeting with the administrative staff in the fall of 1970.

The assistant superintendent for each division organized his division with committees headed by the directors in the division and composed of principals, teachers, parents, and students. Each committee studied the goals and the objectives for *Project 1982*, determined accomplishments of 1981 objectives, and set objectives for 1982. These in turn were reviewed by the director and the assistant superintendent in each division.

The Board of Education set board objectives for 1982 and formally approved them at a regular meeting of the Board.

We wish to express appreciation to the members of the Board of Education, to the administrative staff, and to the many principals, teachers, parents, and students for their valuable contributions to *Project 1982*.

The publication was edited and produced in the Department of Curriculum under the supervision of Dr. Dewey W. Mays, Jr. We are grateful to Dr. Mays for his creative talents and for his work in organizing and coordinating the material and to the staff of the Curriculum Department for their assistance.

Harold Graves

Harold Graves
Director of Curriculum

April, 1971

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Part One

Introduction

Project 1982 is a graphic presentation of the goals, the plans, and the accomplishments of the personnel of the Fort Worth Public Schools at this point in time. It is an evaluation as well as an inventory of the efforts of the personnel in all divisions and at all levels of responsibility.

Objectives for the Board of Education have been added to this year's publication.

As has been the custom, previous objectives which were not achieved have been rewritten to fit today's conditions, or have simply been included again because they are still desirable and are perhaps of a long-range nature.

New insight has revealed the need for additional objectives. These have been included in the study.

It is urged that each person take time for thoughtful reading of *Project 1982*. It will reward him with knowledge about the school system, will reveal a clear perspective in direction, and will challenge him to bring to fruition some of the plans for the future. In essence, this means better educational opportunities for every student in the Fort Worth Public Schools for the next twelve years.

Part Two

Accomplishments of Project 1981 Objectives

The goals and objectives set forth in *Project 1978*, *Project 1979*, *Project 1980*, and *Project 1981* fulfilled a need for establishing formally the educational plans of the Fort Worth Public Schools for the next twelve years. The formulation of these plans required a review of current programs and needs. This self evaluation in itself has made the work which went into these projects worthwhile.

During the past year many of the objectives of *Project 1981* were reached or some progress was made toward their fulfillment. The following briefly reports the major accomplishments which were made this past year. This list is not exhaustive, but it will serve to point up the progress that is being made.

1. The mechanics for achieving a better working relationship among the Fort Worth Classroom Teachers, the Fort Worth Administrators, and other organizations have been accomplished by revisions of the Texas State Teachers Association's constitution providing for an advisory committee composed of members from each organization.

2. Parents and students have been increasingly involved in formulating educational objectives and programs such as *Project 1982*, summer programs, drug seminars for grades 11 and 12, the parent-teacher-student associations at Trimble Technical and Diamond Hill-Jarvis high schools, and realistic dress codes.

DUNBAR HIGH SCHOOL STUDENTS, Assistant Principal Williams, and members of the city drug abuse prevention team make plans to curb drug abuse.

3. Consultants have organized teacher advisory committees to assist them in developing budgets, in selecting materials, and in planning in-service education activities.

4. The local Follow-Through Program has been extended for an additional eighteen months. A new part of the program involves a summer phase and academic training for aides.

5. A grant was secured from the Department of Health, Education, and Welfare to enrich the program for handicapped students at the Tarrant County-wide Day School for the Deaf.

6. The Director of Public Relations has worked on the problem of the inner city with housing programs, church urban commissions, block partnership

programs, ecumenical groups, Conference of Christians and Jews, Community Relations Commission, various committees of the Chamber of Commerce, and Mexican-American groups.

7. Each secondary school student has been provided with a copy of Section 6, "Pupils," of the *Administrative Policies* of the Fort Worth Public Schools.

8. Students are able to take any combination of major and minor courses so long as graduation requirements are fulfilled and may receive as many as 3 1/2 credits per semester in an extended school day program.

9. Team teaching for high school is being extended with Eastern Hills High School named as one with an exemplary program. Team teaching situations are being implemented on a smaller scale in nine other high schools in one or more of the following areas: art, typewriting, English, American Culture and Thought, humanities, history, and government.

10. Each middle school has one or more areas of learning which are set up on continuums; ten middle schools are using a student continuous progress report.

11. As a result of success in the local bilingual education program, Fort Worth was chosen as the site for the headquarters of the National Consortia for Bilingual Education.

MR. CASTILLO PARTICIPATES IN COP ACTIVITIES
with primary pupils at Helbing Elementary School.

12. The Career Opportunity Program has been funded to assist low-income persons in becoming certified teachers. A part of the training involves work as instructional aides in regular classrooms.

13. A federal programs task force has been organized. It involves all departments in preparing the Consolidated Application for State and Federal Assistance using program evaluation and review techniques.

14. A special education program designed to supplement the Central Cities curriculum for children with problems who deviate appreciably from the norm of the Center children has been designed, design tested, revised, and refined. Individual prescriptions are written for each child according to his deficiency, and these prescriptions are administered on an individual basis.

15. In order that individualized instruction may be supported by appropriate textbooks, a more flexible distribution of state textbooks is being made.

16. A mathematics continuum of concepts and skills and a continuum of reading skills have been developed to facilitate continuous progress.

17. Curricula for two-, three-, and four-year-old central city children have been designed, design tested, pilot tested, revised, and refined. A curriculum for five-year-old children has been designed and design tested and is undergoing a two-cycle pilot test.

18. During the past year twenty-four bulletins were published through the Department of Curriculum; objectives are being written in behavioral terms; increased involvement of principals has been effected.

19. A course in applied arts is being piloted at one high school. It involves the team teaching of drama, art, chorus, and orchestra students.

20. One middle school is piloting a team-teaching group in creative living which combines art, homemaking, and industrial arts.

21. Eleven business education teachers gained practical experiences by working in business offices during the summer of 1970.

22. Lay graders are being used in English classes in two high schools.

23. A pilot course in creative writing as an elective at Grade 12 has been conducted in three high schools.

MUSIC, ART, AND VARIOUS ACTIVITIES motivate students in Mrs. Melton's class to do creative writing.

24. The accelerated program in English has been extended in Grade 11.

SMALL GROUP ACTIVITIES are an integral part of the bilingual program at Rosemont Middle School.

25. Seminar groups in advanced foreign languages are being piloted at three high schools.

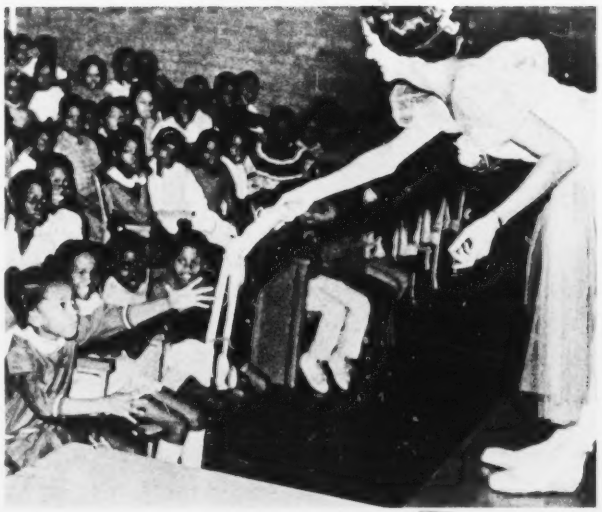
26. Facilities have been provided at Paschal High School which combines a seminar resource center, a language laboratory, and conference rooms.

27. Español acelerado is now available in Rosemont Middle School, Daggett Middle School, Meacham Middle School, and Trimble Technical High School.

28. A scientific association has cooperated with the schools to make it possible for mathematics teachers to attend a state convention for teachers of mathematics by providing members as substitutes at no cost to the district.

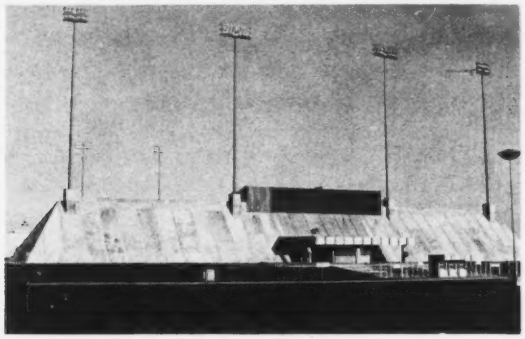
29. A continuum of mathematics concepts and skills has been implemented in middle school. It specifies basic concepts and skills needed by every student and simultaneously provides for acceleration by allowing high ability students to study high school mathematics while in middle school. Nine additional middle schools are now using continuous progress in mathematics instruction.

30. Mathematics laboratories have been extended to nine additional middle schools. A mathematics laboratory is being piloted in one high school.



PUPILS IN CARVER ELEMENTARY SCHOOL enjoy a ballet performance.

31. Fort Worth Ballet Association and Ballet Concerto have made presentations at selected elementary schools and high schools.



HERMAN E. CLARK STADIUM was dedicated September 16, 1970.

32. A marching band contest and a concert band contest were initiated during the year 1970-1971 for high school bands.

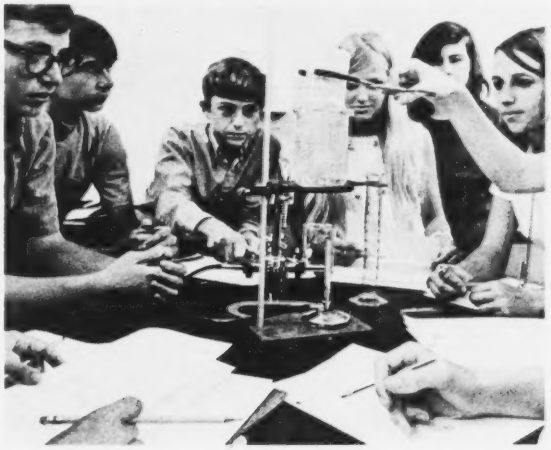
33. Mats, parallel bars, and balance beams are being placed in all elementary schools as fast as the maintenance department can provide them.

34. A new sports stadium, Clark Field, was dedicated during the past year.

35. Wrestling has been added to middle school and high school physical education classes for boys in schools where qualified teachers are available.

36. Units designed to prevent drug abuse have been added to science in grades 6, 7, 8, and 10. A seminar for juniors and seniors was planned.

37. Properly designed laboratory furniture with proper storage and with facilities for gas, water, electricity, and sewerage has been provided for ninth-grade general physical science laboratories.



GENERAL PHYSICAL SCIENCE STUDENTS develop scientific principles through laboratory experiences.

38. The teaching of a laboratory science has been extended to all sixth-grade middle school students.

39. A summer enrichment program in ecology was offered during the summer of 1970.

40. An independent study science laboratory and a social studies center are being piloted at one middle school.

41. Realia packets including filmstrips and tapes are being developed by teachers and consultants for elementary, middle, and high school teachers to assist them in introducing a unit on Africa.

42. Twenty-three elementary schools have set up reading resource centers which contain materials for teachers to use in the classrooms and materials for use in the center by students who have special reading problems.

MRS. MARY HOUGHTON and Mrs. Ovesta Clay prepare materials for use in the Elementary Reading Resource Centers.

43. An advanced reading course for credit was provided for high school students during the summer of 1970.

44. A garage to service the transportation vehicles has been put into operation.

45. The Division of Special Services has been created to coordinate the activities of the visiting teachers, counselors, psychologists, sociologists, attendance officers, and court liaison officer. Special education, transportation, and health services are also in this division.

46. A training school for all drivers and equipment operators was established.

47. All first-grade pupils were screened for evidences of learning, emotional, and behavioral problems; of these, 743 pupils were given special study to meet their specific needs.

48. A total of 561 students were provided appraisals required for special education application during the past year and 669 students were admitted to the program.

49. The *Handbook of Materials for Diagnosing and Developing Learning Skills* was implemented through workshops with preschool, kindergarten, and first-grade teachers.

50. Programs and workshops on emotional health and learning problems of students were provided for parent groups.

51. The counselor for court-related cases and his staff processed more than 1,000 cases during the past year; of these, 37 boys and 5 girls from state correction institutions were counseled.

52. The program to utilize resource rooms for children with learning disabilities (MBI) was expanded to two additional elementary schools.

53. A resource book for speech therapy was planned and published.

54. A special program for orthopedically handicapped was begun at the Leonard Middle School in which these students attended regular classes.

55. The district is providing a vocational adjustment coordinator for the senior high hearing-impaired students and a home-school counselor for the total hearing-impaired program.

56. The library of slides and transparencies has been expanded for use in spiraling units of social studies, science, health, language development, and mathematics unique to the needs of hearing-impaired students.

57. A supervisor and two educational diagnosticians have been added to the department of special education.

58. The Screening Committee for Special Education has been decentralized by forming screening committees at the school level. The Admission, Review, and Dismissal Committee, composed of three central administrative staff members, makes the final decision on special service needs.

59. On a pilot basis speech therapists have been working with the total class in the two sections of the first grade at Alice Carlson Elementary School.

60. The speech therapy program has met the standards of excellence set by the Professional Board of the American Speech and Hearing Association and has been registered as an approved program.

61. Educational services were extended to girls confined in the three licensed maternity homes in Fort Worth.

62. The Department of Special Education provided contract services for 200 students in Texas Education Agency approved nonpublic schools: preschool orthopedic, preschool trainable and educable retarded, preschool visually handicapped, and preschool and school-aged multiple-handicapped.

63. A handbook for elementary principals has been developed and distributed to all principals and central office administrators.

64. Sixty-five elementary schools have at least one area in which pupils are on continuous progress.

65. Daggett Elementary School has been designated to pilot differentiated staffing, continuous progress, team teaching, flexible scheduling, and independent study in the central cities area.

66. The thirty-three elementary reading clinic teachers are serving as resource teachers in all elementary schools. Six additional resource teachers are working full time in Title I schools.

67. Grade reporting practices in the elementary school have been studied and a system of evaluation appropriate to the new programs and organizational patterns has been devised. This reporting system attempts to communicate more realistically the level at which each child is working. Further, failure and competition among pupils are de-emphasized.

68. The bilingual compensatory program for elementary school pupils who come from homes where Spanish is the primary language has been expanded. Plans have been made to continue the program through the fifth grade.

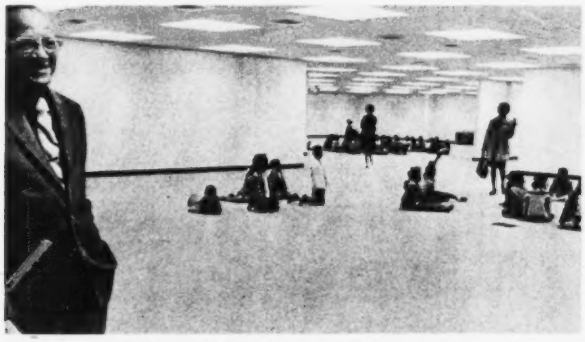
69. Special effort has been made to recruit teachers who belong to minority groups.

70. New administrative positions and secretarial positions are advertised by notice sent to all schools and the administrators in the central administration building.

71. The Personnel Department has been reorganized so that all auxiliary employment is the responsibility of one person. The person filling this position has special abilities which should improve the procedure for the employment of auxiliary personnel.

72. A seminar in data processing and student scheduling has been held for all administrators.

73. Standardized tests are being scored in the computer center.



MR. DALE LEE, Principal of Morningside Elementary looks at the new open-space facility.

74. The Fort Worth Independent School District has subscribed to KERA-TV 13 for the current school year. Five Fort Worth staff members have served as advisors to the education television station in the development of new programs.

75. Team teaching, open-space areas are being provided in many of the elementary and secondary schools.

76. Ten elementary schools have learning resource centers. All secondary schools are moving toward programs which embody the learning resource center concept.

77. The library was kept open at Helbing Elementary School during the summer, 1970. This plan was very successful and plans are being made to repeat the program.

78. The use of the video-tape recorder is being piloted in an elementary school, a middle school, and a high school.

79. Microfilm reader-printers are being used in two high school resource centers.

80. The preschool program has been made available to additional pupils through the new state plan for kindergarten education.

81. Electronic equipped carrels have been installed at Alice Carlson Elementary School, Morningside Elementary School, Benbrook Elementary School, Morningside Middle School, Forest Oak Middle School, and Eastern Hills High School.

82. The following equipment to aid the classroom teacher has been added during the current school year: 10 super 8mm projectors, 191 overhead projectors, 3 opaque projectors, 45 filmstrip projectors, 14 carousel projectors, 104 tape recorders, 66 record players, 114 listening centers (with 8 headsets), 4 dry copy machines, 18 16mm projectors, 329 projector stands, 129 projector screens, 1 language laboratory.

IN KINDERGARTEN pupils gain skills needed in first grade.

MRS. GOLDIE WEST AND MRS. RUBY MILLS, consultants in language arts and reading, assist teachers with plans for teaching in the ILP.

83. Consultants have worked closely with principals and teachers in implementing the pilot of the Intensified Learning Program.

84. Expansion of the Cooperative Vocational Education program was implemented through Partners in Education which began in August, 1970, in all high schools. More than 1200 students enrolled.

85. A new course was implemented at Technical High School for advanced machine shop students. This course, Tool and Die Making, is conducted on a post-secondary level.

86. A pilot program in industrial arts is in progress at Rosemont and Monnig middle schools wherein the students gain knowledge, attitudes, and skills in management, production techniques, and personnel practices used in industry.

87. Consumer education as a semester course was expanded to four schools. Students of a junior or senior level are eligible to enroll in this course which emphasizes decision-making and problem-solving through development of understanding of consumer needs.

88. A vocational training program was begun for handicapped students with special needs. Instructional components include general mechanical repair, building maintenance, and home and community services. Students receive academic training at Alexander Hogg Occupational School and competent skill development is offered to the students in one of three modern, well-equipped laboratories on the campus of James E. Guinn school. Sixty students are enrolled in this phase of the vocational education program.

89. A preemployment laboratory training program in home economics child development was implemented at Southwest High School. The emphasis in this program is on training teacher aides. Students enrolled in this program receive one hour of related instruction pertaining to growth and development of children and on employment relationships. The remaining two hours each day is spent in elementary schools which are used as laboratories. Students receive training as teacher aides while working with the teachers in kindergarten through Grade 3.

90. Coordinated Vocational Academic Education laboratories were completed at Dunbar Middle School and Diamond Hill-Jarvis High School. Instructional areas taught in CVAE include institutional food service and management, domestic services, clothing alterations and repair services, furnishings service, and laundry services.

91. A full-time vocational supervisor was employed to assist instructors at Trimble Technical High School.

92. Additional equipment has been added to all components of the vocational-industrial education department to keep instruction aligned with new developments in business, industry, and home and family living.

93. Resource people from business and industry have been used to strengthen instruction through classroom presentations and through in-service education for teachers.

94. Advisory councils composed of key school community and school personnel were established for various departments of vocational-industrial education. These council members assist in planning, conducting, and evaluating programs of different types.

95. The Adult Basic Education Program has cooperated with the Fort Worth Police Department "store front" activities to provide basic education for clients.

96. Adult programs have been expanded by the addition of course sections at various locations in the city other than Technical Institute.

97. The pilot Home Study Program Diploma program was evaluated by the Texas Education Agency and certified for an additional year of operation.

98. The Manpower Division has been redirected as a Skills Center. This center is one of 57 in the nation which meets the criteria established by the Department of Labor and Department of Health, Education, and Welfare for training disadvantaged out-of-school youth and adults.

99. Vocational-industrial education consultants have worked with the juvenile director in planning the educational facility for the new Tarrant County Juvenile Center.

100. Several occupationally oriented courses were offered for the first time in additional high schools: Basic Electronics 1 and 2 at Southwest and Wyatt high schools; Power Mechanics 1 and 2 at Trimble Technical High School; and Basic Electricity 1 and 2 in O. D. Wyatt High School.

101. Principals participated in a seminar on the utilization of teacher aides. At the building-level principals and teachers planned the organization of the school to include teacher aides and studied techniques for using them.

102. In-service has been provided for principals in the area of human relations and federal programs.

103. In-service has been provided for secondary principals in the areas of trimester organization and team teaching. A visitation plan has been developed to encourage middle school principals and teachers and high school principals and teachers to visit two schools in each area to observe innovative programs.

104. Intermediate grade teachers have participated in a one-half day released time workshop that dealt with specialized reading skills. The secondary all-teacher workshop included reading skills in special subject areas.

105. A continuous program of in-service has been conducted. This included new subject content in the areas of elementary mathematics, secondary science, and secondary social studies; also included were trimester, desegregation, and many salary increment workshops.

106. In-service has been provided for elementary principals in the areas of kindergarten and the newly adopted mathematics program. A visitation plan has been developed to encourage principals and teachers to visit two schools to observe innovative programs.

107. Teachers have received training in the inductive multisensory and problem-solving approaches to teaching throughout the entire in-service program. Twenty-three teachers have participated in a 52-hour Hilda Taba workshop that goes into these approaches in depth as well as into refined techniques of questioning.

TEACHERS LEARN about materials appropriate to the newly adopted elementary mathematics series.

108. Teachers and aides have received in-depth, continuous in-service for working with children from low socioeconomic neighborhoods through the Title I, Follow Through, Bilingual, Teacher Corps, and Career Opportunities programs.

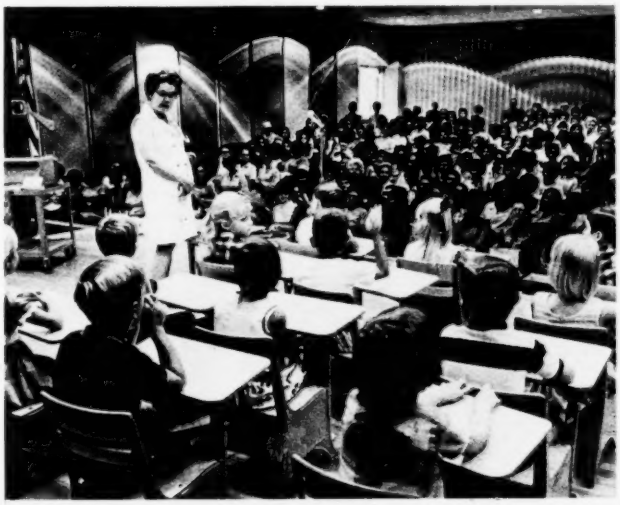
109. Continuous in-service has been provided to teaching teams by consultants on an individual team basis. Other teachers and principals have received training that includes background information and techniques which assist them to move into team teaching.

110. A multimedia workshop has been conducted for 250 participants. It included making tapes, laminating materials, making transparencies, creating manipulative materials, making charts, arranging bulletin boards, and using audio-visual equipment and materials.

111. Teacher leaders in both the elementary and secondary divisions received intensive training and then conducted in-service activities in the new teacher, all-teacher, and building-level workshops.

112. Fifty teachers participated in 25 exchanges as a part of Project TEX. These exchanges were mainly between teachers in different cultural, ethnic, and socioeconomic neighborhoods.

113. Thirty-five elementary and secondary social studies teachers participated in a 24-hour workshop on aspects of Africa. The workshop activities were conducted by Fort Worth teachers and staff and outside consultants, all of whom had studied and traveled in Africa during the summer of 1970.



MRS. MARIE HAYNES, first grade teacher, demonstrates teaching techniques to fellow primary teachers.

114. A variety of in-service activities were conducted on the four days of early dismissal.

a. Special problems of individual schools were explored.

b. Consultants trained teacher leaders who conducted the in-service program by subject areas or grade level.

c. Principals and teachers were trained to conduct human relations workshops at building-level.

115. The student teaching program has been improved through conducting orientation and in-service meetings for the cooperating teachers.

116. Schools with similar socioeconomic backgrounds met together for some of the building-level in-service activities. During the all-teacher workshops consultants grouped schools on this basis for a portion of the time.

117. Special in-service activities have been conducted for all teachers who are involved in summer school.

118. During the all-teacher workshop, in-service meetings were scheduled between industrial arts and vocational teachers in related areas to encourage coordination of the programs.

119. The superintendent, deputy superintendent, and assistant superintendents received three-year continuing performance-based contracts. The board of education will review each administrator's performance each year before his contract is extended an additional year.

SUPERINTENDENT TRUELSON and Deputy Superintendent Fitzwater sign new performance based contracts witnessed by Board President Turner and Board Secretary Harris.

Part Three

Board of Education

I. GOALS OF THE BOARD OF EDUCATION

The board of education and the administration of the Fort Worth Public Schools believe that each generation has as its prime responsibility the preparation of the next generation as its successor and that the discharging of this responsibility demands schools that provide opportunities for each child to be inducted into the rich heritage of his homeland.

Beliefs such as this sometimes become obscured in the day-to-day operation of public schools. That is why a school system needs to establish and publish its beliefs, purposes, or goals. It should know, and the public should know, why it keeps school.

There are at least two other reasons for establishing goals: they give direction to the improvement of education, and they prevent temporary pressures and passing events from unduly affecting the instructional programs and the resources needed to sustain these programs.

The Fort Worth Board of Education, in cooperation with the superintendent of schools and the thousands of other people in our school system, is trying to provide an adequate and appropriate education for all of the boys and girls in our charge. This requires that we pay attention to the needs of the individual students, to the demands of society, and to changing world conditions. It also requires instructional programs that are broad in scope and flexible in content and difficulty.

The goals of the Fort Worth Public Schools are to help every boy and girl achieve the following:

..... *Intellectual development.* The schools will give every child an opportunity to master--to the fullest extent possible--the basic skills in use of words and numbers. They will aid him in gaining understanding of the facts, concepts, and principles basic to knowledge in the major subjects. They will encourage him to think

logically and constructively and to reason independently. They will also try to stimulate his intellectual curiosity and instill in him a love of learning.

..... *Moral and ethical and spiritual values.* The schools will teach him to believe in the dignity and worth of each individual, including himself, and they will encourage him to follow a wholesome code of conduct.

..... *Economic understanding and vocational competence.* The schools will help him to understand our nation's economic system, will provide him an opportunity to develop vocational skills if he does not plan to enter college, and will offer him guidance and counseling about his career.

..... *Citizenship and civic responsibility.* The schools will provide opportunities and experiences which emphasize our nation's heritage and the responsibilities and privileges of citizenship.

..... *Social development and human relations.* The schools will show each child how to work cooperatively with others, will help him to understand the common needs of all peoples, and will explain the requirements demanded by a changing society.

..... *Self-realization and physical and mental health.* The schools will help each child develop to his maximum capacity, will help him attain physical and mental health, and will help him acquire cultural and aesthetic appreciations.

The more boys and girls who reach these goals, the better the Fort Worth Public Schools will be serving the public--which provides the boys and girls and which owns the schools.

II. OBJECTIVES FOR THE BOARD OF EDUCATION

The objectives below are to be met by the board itself rather than by the school system as a whole.

1. Prepare--or have prepared--a short course in boardmanship and strongly urge all new board members to complete this course as soon after their election as possible.

2. Establish definite methods and criteria to be used in evaluating the performance of the school system and then employ these methods and criteria.

3. Determine, by tests or otherwise, whether the school system is meeting the six major goals which the board has set, and, if not, take whatever corrective action is appropriate.

4. Review these major goals at least every three years and revise or delete any goal which is not realistic and relevant.

5. Give the public more concrete facts and more specific information about the quality of instruction, including valid comparisons with other school systems in the state and the nation.

6. If the problem of tax equalization has not been solved, continue efforts to bring about equalization in the assessment of taxes to support public education in Texas and continue efforts to obtain for large school systems their fair share of state aid.

7. Maintain as much local control of public education as possible and resist efforts to rob the board of the few powers it still has.

8. Establish policies which will provide a broader base for research and evaluation.

9. Establish policies emphasizing accountability in evaluation of personnel.

10. Review policies relating to pupil personnel services to improve personal guidance and counseling procedures.

11. Develop additional policies to encourage continuing professional growth.

12. Provide policies for greater involvement of teachers, pupils, and lay public in all phases of the school program.

Part Four

Office of the Superintendent

I. GOALS FOR THE OFFICE OF THE SUPERINTENDENT

It is the goal of the Office of the Superintendent to provide the professional leadership necessary to ensure a forward-looking program of education within the framework of the policies of the board of education. Another basic goal is to help the members of the administrative, supervisory, and teaching staff to achieve their goals. These goals can be achieved through

..... Developing and interpreting policy,

..... Reporting the progress and needs of the district to the board and recommending any needed action,

..... Interpreting board action to the staff and community,

..... Developing administrative rules and regulations,

..... Making assignments of responsibility necessary to carry out board decisions,

..... Recommending all staff actions needing board ratification,

..... Implementing rules and regulations,

..... Reviewing plans and procedures,

MR. JULIUS TRUELSON, Superintendent of Schools, is charged with the implementation of the policies formulated by the Board of Education.

..... Exercising control over all employees of the district and over the quality of all programs in the district,

..... Recommending assignments for the advancement of personnel,

..... Maintaining sound school-community relations,

..... Reviewing the organization and recommending revisions which will ensure an efficient, economic, and logical flow of responsibility, and

..... Evaluating programs and ideas that are in operation in order that change and improvement in the total program will be continuous.

II. OBJECTIVES FOR THE OFFICE OF THE SUPERINTENDENT

As chief executive officer of the board of education, the superintendent of schools is responsible for the coordination of the work of all divisions and for the overall management of the schools. To reach the goals of this office, the following objectives have been formulated.

1. Expand the involvement of parents in school programs through promotion of parent-teacher groups in all schools.

2. Solidify the relationship between the schools and the community by increased school publications and the use of local news media, including radio and television programs of an informative nature.

3. Continue to broaden constructive student participation in school affairs through strong local school student councils and the city-wide high school council.

4. Improve cooperation between the public schools and area colleges to coordinate programs and use of facilities.

5. Develop greater community involvement in education through smaller area administrative units.

6. Study the feasibility of setting up a community-wide advisory council composed of lay leaders from all socioeconomic and ethnic groups, administrators, teachers, and student representatives to give input to the board and superintendent on policy and administrative decisions.

7. Devise a school calendar and time schedule which will make best use of available facilities and personnel.

8. Assume greater responsibility for preservice preparation of teachers through college student internships and beginning teacher internships.

9. Improve professionalization of teaching through differentiated staffing, teaming, and flexible organization.

10. Change the role of teaching from impartation of knowledge to a cooperative direction of student learning activities.

11. Improve communication among school personnel by encouraging closer relationships between principals and teachers and between local school personnel and the central office.

12. Increase involvement of principals, teachers, and students in administration, curriculum, and instruction.

13. Maintain the high quality of the staff by carrying on intensive evaluation procedures.

14. Set yearly goals for each administrative division and evaluate the division in terms of these goals.

15. Investigate further means of promoting excellence among administrators and teachers by offering performance incentives in the salary scale.

16. Continue to foster accountability not only in fiscal matters but also in student achievement through participation in national assessment programs.

17. Encourage development of various curricula so that all socioeconomic groups from any ethnic origin may be challenged to learn.

18. Intensify emphasis on providing programs for all levels of ability and for a variety of interests.

19. Develop the learning laboratory concept in which each student may progress at a rate commensurate with his ability.

20. Encourage expanded interdisciplinary approaches to learning.

21. Expand continuous-progress programs to all the elementary and middle schools and in specialized high school courses.

22. Study the enlargement of career education programs that will embody technical capabilities for college advanced placement or for placement in industry as skilled workers.

23. Develop programs in career education that will allow full academic programs as well as programs for technical training.

24. Make greater use of the community as a learning laboratory.

25. Develop personal guidance and counseling programs for all students, especially for those with adjustment and emotional problems.

26. Continue to explore thoroughly sources of additional funding from federal, state, and local sources.

27. Encourage additional foundations and philanthropists to fund programs offering enrichment beyond the regular curriculum.

Part Five

Office of the Deputy Superintendent

I. GOALS FOR THE OFFICE OF THE DEPUTY SUPERINTENDENT

It is the goal of the Office of the Deputy Superintendent to provide efficient and effective coordination of administration, research, planning, and program development within the school system. Primary emphasis is placed upon the internal day to day operations of the school system. These operations include

DR. IVAN FITZWATER, Deputy Superintendent, checks his very busy schedule with his secretary.

..... Assuring that the activities of the assistant superintendents and of the several divisions will be harmonious, progressive, and in compliance with policies adopted by the board of education,

..... Directing the school construction program,

..... Setting priorities for the research and evaluation activities of the school district programs,

..... Facilitating communication between the School Administration and the City Council of the Parent-Teachers Association,

..... Working with the Classroom Teachers Association to promote better understanding between teachers and administration,

..... Securing competent staff,

..... Providing efficient pupil personnel services,

..... Assuring that there is at all times a complete and accurate personnel inventory, and

..... Developing a set of instructional building standards that can be used in the construction of new and the renovation of old buildings.

II. OBJECTIVES FOR THE OFFICE OF THE DEPUTY SUPERINTENDENT

The deputy superintendent is responsible to the superintendent for the instruction, administration, and services of the school system. The following objectives represent the plans of the office of the deputy superintendent in fulfilling its role.

A. Objectives of the Personnel Department

1. Continue to refine recruiting procedures and develop new ways of attracting to the Fort Worth Public Schools the highest caliber of teaching personnel available.

DR. RICHARD BURNETT, Director of Personnel, and his staff interview and hire all school district employees.

2. Continue to work toward the most effective use of teachers through sound placement procedures. Attempt to balance the staffs of all schools by age, sex, race, experience, ability, and education.

3. Establish the position of staff welfare officer to provide counsel for all employees of the school system on matters of retirement and insurance. Make the services of this position available to employees in the event of death or serious illness of the employee or a member of his family.

4. Establish through the microfilming process, a back-up set of records for all employees to be used in the event current files are destroyed by fire.

5. Establish a retrieval system for personnel records on microfilm or microfiche so that the department can keep pace with the growth of the school system.

6. Encourage young men and women to remain in the teaching profession by providing them twelve-month contracts.

7. Continue to provide proper liaison between teachers of the Fort Worth Public Schools and other leadership organizations, such as teacher education institutions, the Texas Education Agency, state and national personnel organizations, and community organizations interested in educational personnel administration.

8. Require foreign language teachers to meet the rating of "minimal" on the Modern Language Proficiency Test.

9. Encourage the Texas Education Agency to certify all special service personnel not now under certification regulations.

10. Assist teachers to meet standards set forth for proposed state certification for reading teachers.

11. Encourage industrial arts instructors to obtain twelve hours or more of accredited work in the specialized subject field of industrial arts they are to teach.

12. Formulate a job description for each teaching area.

13. Continue to maintain the image of the Personnel Department as a service department existing to provide service to the school system, the principals, the teachers, and the applicants.

14. Continue to conduct special studies and surveys to keep the board of education and the superintendent informed of various aspects of the personnel program.

15. Continue to maintain a constant evaluation of the operation of the Personnel Department and utilize every opportunity to upgrade the quality of its service.

16. Continue to work for improvement in the procedure for employing auxiliary personnel (custodians, maids, maintenance personnel, and cafeteria personnel).

17. Establish a testing program to assist in the employing of secretaries and clerical employees.

18. Continue to promote workshops for auxiliary employees.

19. Continue to maintain a constant evaluation of the personnel staff and make recommendations for adjustments as needed.

20. Assist principals in developing procedures and proficiencies in evaluating teachers.

21. Provide an improved system for the evaluation of teachers.

22. Continue to recruit personnel skilled in early childhood education to staff preschool classes.

23. Continue to work with principals in securing paraprofessionals qualified for specific assignments with certain teaching teams or with certain departments.

24. Plan a central calling system for securing substitute teachers.

25. Work toward establishing reciprocity of professional certification among states.

B. Objectives of the Research and Analysis Department

1. Design, direct, and report evaluation studies for all major school educational projects.

2. Construct and/or aid in the construction of specific instruments as required for various projects or studies.

3. Maintain a program of continuous evaluation of instruction and of all departments.

4. Design, direct and report evaluation studies on all federally funded educational programs.

DR. CHARLES EVANS, Director of Research; Mr. Bill Fisher, Assistant Director of Research; and Dr. Ysleta Bryant, Evaluator, prepare interpretation of test scores.

5. Provide a periodic follow-up evaluation of graduates in terms of school objectives.

6. Cooperate with institutions of higher learning and other agencies in joint research ventures.

7. Encourage development of research projects by the professional staff.

8. Serve as consultants to research committees which will review, refine, and recommend all proposed research projects.

9. Gather and analyze data for the departments to aid decision making.

10. Provide statistical treatment of data for the professional staff on request.

11. Supervise an annual standardized testing program which would provide data for curriculum planning and student guidance.

12. Reevaluate annually the standardized testing program, its objectives, and the extent to which the objectives are met.

13. Develop, where useful, specific norms for local populations.

14. Conduct for the professional staff a continuous program of test-result interpretation.

15. Develop and maintain a file of samples of available standardized instruments and critiques by test authorities.

16. Provide an annual cumulative report summarizing the academic achievement at all instructional levels and in all performance areas to appropriate staff members.

17. Annually, produce summaries of the findings generated by local research.

18. Periodically, produce specific evaluation reports pertaining to specific, local educational projects.

19. Obtain sufficient funding to ensure the attainment of objectives.

Part Six

Division of Instruction

I. GOALS FOR THE DIVISION OF INSTRUCTION

It is the goal of the Division of Instruction to provide a program of learning so structured that, by the completion of his public school experience, each pupil

..... Uses to the maximum of his ability the fundamental skills,

..... Possesses a broad foundation of knowledge upon which he can build his future education, on the job or in college,

..... Applies and relates that which he knows to new information and situations,

..... Solves with integrity and judgment problems involving moral, ethical, and spiritual values,

..... Exhibits a logical pattern of thinking and action in his work and in his leisure-time activities,

..... Develops a feeling of self-worth,

..... Strengthens his physical body by understanding and practicing the basic health concepts, habits, and exercises which promote healthful living,

MR. FRANK KUDLATY, Assistant Superintendent for Instruction, is responsible for the entire instructional program. Here he is conferring with Administrative Assistant Wayne Blevins.

..... Exhibits by words and actions an understanding of and an appreciation for the humanities,

..... Strives to develop those attitudes and skills conducive to economic independence,

..... Exhibits by both words and actions those attitudes which reflect an understanding of and appreciation for his heritage and those attitudes which indicate a strong desire to preserve and improve our nation, and

..... Understands the responsibilities which each citizen must assume in our nation and practices the democratic principles as a contributing citizen in the classroom, in the school, and in the community.

II. OBJECTIVES FOR THE DIVISION OF INSTRUCTION

The objectives for all levels of instruction are to maintain and strengthen those instructional practices which have withstood the test of time and to update and reorganize the content of the curriculum in response to the new insights into human behavior and its development and to the rapid advance of knowledge. In order to meet these objectives, the following suggestions for action are being submitted for consideration as materials and money for implementation become available.

The objectives are presented by department, but it should be emphasized that interdepartmental planning is necessary for implementation of ideas. The Instructional Division as a whole could not function without the assistance of the other divisions; therefore, it is only through a cooperative effort of all divisions that the hopes and aims of instruction can reach fruition.

A. Multidepartmental Objectives

1. Study the increasing demands upon teachers and consultants arising from improved instructional practices. Make such recommendations for staff adjustments or additions as changing circumstances require.

2. Continue to assist the principal and his staff with curriculum plans, with supervision of instruction, and in other ways which will help him fulfill his role as instructional leader in his school.

3. Implement the use of computer-assisted instruction at all grade levels in a variety of courses.

4. Continue to study the program of evaluation, grading, and reporting at all levels and in all areas, giving special attention to physical education, fine arts, and advanced placement classes, as well as to team teaching and continuous progress programs.

5. Expand the involvement of committees of teachers to assist staff members in making long-range plans for the improvement of instruction.

6. Establish cooperatively with the Division of Administration area administrative and instructional councils to assist principals in the placement of students in special classes, in the design of schedules, in bringing about greater communication among schools, and in developing better principal-teacher-parent communications.

7. Improve utilization of community resources and resource people through expanded budgetary allocations for field trips. Encourage principals to extend the use of excursions and to plan with teachers to include walking field trips near the school in appropriate areas of study.

8. Continue to test innovative teaching techniques, new materials, and new equipment to determine their validity, impact, timeliness, and practicality. Make the evaluation of such materials available to all appropriate personnel.

9. Expand efforts to promote creativity by giving recognition to creative approaches to teaching and by helping teachers improve their understanding of the creative process so that they can recognize and foster it in their students.

10. Encourage teachers to do research in their fields.

11. Increase funds for research and instructional improvements until $1.50 per student is available.

12. Continue to improve the physical education program for all students, K-12, emphasizing at the upper high school level lifetime sports activities in which one may engage as an adult.

13. Continue to study existing indoor and outdoor physical education facilities at all schools and make recommendations for improvement and expansion.

14. Plan an after-school and summer school-community activities program to utilize better the equipment and facilities of the schools and community. Work with other existing recreational and youth agencies to develop such plans.

15. Provide mathematics laboratories and reading centers in both elementary and secondary schools which do not presently have them.

16. Develop a sequential, coordinated program for teaching library and independent study skills in grades 1-12. Give special emphasis at Grade 6 and Grade 9 when students move into new administrative divisions.

17. Continue to develop the school library in each school as an instructional materials center in order that it can serve the students as a laboratory for research and study. Provide the necessary personnel to make this feasible.

18. Include in all libraries, or in nearby rooms, areas for individual study, such as carrels, listening centers, and microfilm and microfiche reading space. Provide appropriate materials for use in these areas.

19. Encourage the use of city branch libraries by students and teachers for recreatory reading and for research.

20. Require librarians to be skilled in making and using multisensory materials.

21. Encourage all librarians to give book talks, present book reviews, and set up displays in libraries and central areas.

22. Expand reader-printers to other resource centers and provide microfilm, microfiche, and aperture cards.

23. Establish a file of library materials on microfilm.

24. In a central location, have a pool of teacher-made materials and ideas from which teachers may draw. Allow competent teachers to prepare these materials on released school time or for pay in the summer months.

25. Develop plans and prepare materials for individually programmed instruction. Consider using closed circuit television instruction.

26. Plan an information retrieval system to facilitate research by students in each learning center.

27. Continue to seek ways to abolish all required instructional fees.

28. Expand the instructional supply, processing, and equipment center to perform a variety of functions.

    a. Produce additional educational films, filmstrips, audio tapes, and video tapes.

    b. Provide the schools a loan service for equipment which is used only periodically, such as certain musical instruments, shop equipment, certain science laboratory equipment, and certain audio-visual equipment.

29. Plan programs for using undeveloped land for nature study, for study of conservation, for demonstration of farm life, for science field trips, and for activities not now envisioned. Study ways to finance such programs.

30. Continue to expand summer enrichment programs for pupils with special talents and compensatory programs for those who need remediation. Seek ways to make these tuition-free.

31. Establish an intraschool culture fair to stimulate the study of foreign languages and to increase interest in and understanding of foreign cultures.

32. Expand the provision for students of free field trips considered essential to the instruction program and which use the community as a learning laboratory.

33. Extend tutorial services to all schools.

34. Provide all classrooms or learning stations with materials and equipment which meet the learning needs of all students.

35. Encourage faculty interest in team teaching and assist principals in planning facilities to enhance the program.

36. Use differentiated staffing to provide improved career opportunities for teachers. Develop qualifications and a job description for each level of responsibility.

37. Plan instructional programs utilizing educational television.

38. Expand the adult education program to various schools to meet community needs.

39. Increase the involvement of parents and students in the total school program.

40. Use video tapes and audio tapes to demonstrate to teachers the way they are teaching. Devise an instrument for use in self-analysis.

41. Continue to organize and use city-wide teacher committees in all subject areas to work with the consultant in developing new programs, in devising teaching strategies, in planning evaluation techniques, in making budgetary allocations, in improving in-service and staff development activities, and in recommending updating in facilities and equipment.

42. Improve the use of multimedia materials and equipment to impart common learnings in order to release teachers for individualized instruction and to permit students to progress at their own rates of learning.

43. Design a parent education program to complement early childhood programs.

44. Allow advanced Spanish language students to work as aides in the elementary bilingual program where the multiculture could be studied in a realistic setting.

45. Use the schools in the summer as recreation centers.

46. Develop in teachers and students an understanding of the causative factors of environmental deterioration and the alienation of man from his environment.

47. Equip all libraries with dry-copy machines.

48. Provide the learning resource centers with sufficient materials and personnel to meet the *Standards for Media Programs*.

B. Objectives of the Elementary Instruction Department

1. Expand the use of resource teachers to work full time in the elementary schools.

2. Encourage teachers to continue the study of trends and innovations in the area of motor skills, movement patterns, and the physiological and psychological effects of physical activity on elementary pupils.

MR. ROYCE GUERRY and DR. WELDON WELLS, Directors of Elementary Education, confer with Mrs. Marie Hardie and Miss Alicia Rodriguez, Program Assistants, about the Bilingual Education Program.

3. Include in the summer enrichment program offerings in string instruments, band, drama, foreign languages, and ballet.

4. Improve and expand the bilingual compensatory program for elementary school pupils who come from homes where Spanish is the primary language.

5. Provide a tuition-free extended school session in summer for elementary pupils who are in need of remedial or additional instruction.

6. Plan preschool bilingual education programs for summer school.

7. Expand the use of foreign-language students from area colleges to help pupils with language barriers.

8. Expand the use of special mechanical aids to improve enunciation and dialectal practices for disadvantaged pupils.

9. Make further provision for the early identification of emotional and other pupil-adjustment problems in the elementary school.

10. Pilot in one elementary school techniques based upon the behavior modification theory.

11. Expand services for the emotionally disturbed to include elementary counselors, psychiatric consultation, psychiatric treatment, and special education teachers.

12. Continue working toward early identification of the potential dropout. Try to alleviate the conditions which may later cause him to drop out.

13. Study the feasibility of using only parent-teacher conferences for pupil evaluation or alternate parent conferences with report cards.

14. Include Grade 3 in the departmentalized art and music programs.

15. Expand opportunities for pupils to take advantage of various cultural resources in the community to enrich learning experiences.

16. Extend intramural programs to all elementary schools for pupils in grades 4 and 5.

17. Expand the use of special physical education teachers in the elementary schools to include grades 1-5.

18. Make greater use of the elementary school libraries as learning resource centers.

19. Make further efforts to provide instructional materials which have special appeal to boys.

20. Expand the science reference materials in the elementary schools.

21. Pilot the use of computation machines in elementary mathematics classes.

22. Further emphasize the teaching of citizenship, patriotism, and nonsectarian moral values. Utilize assembly programs, appropriate resource people, and other means to promote greater emphasis.

23. Seek additional materials in elementary social studies to include a broad range of interests and abilities.

24. Install a reading resource center in each elementary school and assign a full-time resource teacher to it.

25. Use consumable paperback books with disadvantaged pupils in reading. Develop a strong interest in reading which will extend into the home by allowing a pupil to have a book for his own when he can read it.

26. Foster inquiry in pupils through increasing the learning materials in the learning resource centers.

27. Encourage expansion of the open learning center concept in all elementary schools. Provide additional periodicals and other materials for use in the centers.

28. Develop a plan to use elementary learning resource centers during summer months.

29. Procure the use of public swimming pools and bowling alleys for use by the elementary physical education classes. Provide free transportation to these facilities.

30. Extend the creative dramatics program into the elementary schools.

31. Provide many and varied opportunities for pupils to develop positive self-images and healthy relationships with peers, teachers, and people in the community.

32. Provide demonstration teams to travel from school to school to show the benefits of physical fitness and the physical education program.

C. Objectives of the Secondary Instruction Department

MRS. NANCY VICK, director of Secondary Instruction, schedules regular meetings of the instructional staff to discuss improvement of secondary education.

1. Continue to offer required student-orientation classes in which study skills are stressed during the first semester of middle school.

2. Develop a middle school elective program in library skills from which library student aides can be recruited.

3. Extend continuous-progress courses to all middle and high school areas of study with a truly enriched program which will involve all students.

4. Offer noncredit mini-courses, two to six weeks in length, directed by students, teachers, or laymen.

5. Assist teachers in planning additional instructional techniques needed in large group presentations and small group interaction.

6. Continue the study of flexible use of time in the daily schedule.

7. Expand team teaching to improve individualization, to utilize teachers' talents better, and to afford students a richer learning experience.

8. Explore the possibility of a modified self-contained classroom organization in the middle school by using cross-discipline team teaching.

9. Develop reference centers on wheels containing both general and specialized reference tools for use in team areas.

10. Expand the use of the learning packet in both middle school and high school as one way to individualize instruction.

11. Provide the necessary materials and equipment in the learning centers to encourage the efficient use of independent study time in the secondary schools.

12. Study possibilities and make recommendations for wireless or dial retrieval systems for secondary learning resource centers.

13. Plan instructional materials centers to support major academic departments.

14. Plan a work area for teachers to use to develop new materials in all schools.

15. Provide aides in learning resource centers skilled in preparation and utilization of audio-visual materials and in operation of equipment.

16. Develop a more flexible academic program for all students. Disregard the Carnegie unit and allow students to take six or seven periods of work in four-year high schools to permit more intensive college-preparatory work, skill training courses, or, in some cases, early graduation.

17. Assist teachers in developing diagnostic skills to facilitate their individualizing instruction.

18. Assist teachers in developing standards for accountability based upon behavioral objectives established for student learning.

19. Develop guidelines for permitting students with exceptional talent or achievement to get advanced placement or credit above the 20 required for graduation.

20. Continue to provide additional materials, both enrichment and remedial, to individualize instruction and to make independent study more feasible.

21. Set up a city-wide program for teaching with closed-circuit television. Allow advanced speech and drama students to be assigned in two-hour time blocks for a laboratory-type instructional program in this television studio.

22. Provide a video recorder as a teaching aid in every secondary school.

23. Establish an interlibrary loan system among the high school libraries and public libraries.

24. Encourage all departments to sponsor subject-area clubs to enrich student experiences in each area and to provide opportunities for students to become more involved in school life.

25. Maintain and expand current summer enrichment programs for talented secondary students and design new programs as needs become apparent.

26. Offer for credit during the summer "mini-courses" which are not available during the regular school year.

27. Study programmed materials in all subject areas to determine their utility for continuous-progress instruction.

28. In departments with more than four teachers, designate a team leader to work with consultants in coordinating the work of the department and in formulating and implementing plans for instructional improvement.

29. Plan ways to use differentiated staffing in connection with team teaching for the improvement of instruction.

30. Provide adequate on-school teacher-planning time for all teaching teams.

31. Encourage each secondary school to evaluate each department in terms of its own stated goals and the goals of the school system. Stress accountability.

32. Consider applying cost analysis to instruction in each subject area.

33. Develop a system to plan, budget, and evaluate by program in all academic areas.

34. Set up assembly committees in all secondary schools to develop worthwhile programs which will enhance and extend the students' instructional program by providing experiences not possible in classroom situations.

35. Expand special course offerings such as the humanities, sociology, and calculus as school personnel become available and demand warrants.

36. Make additional elective courses available to secondary students.

37. Expand the gymnastics instruction program to all secondary schools.

38. Plan more school-community swimming pools, jointly financed by school and city. Make them available for school use during school hours and for community use at other times.

39. Provide opportunities for utilizing the service of public facilities for teaching lifetime sports (golf, tennis, bowling, swimming).

40. Develop an outdoor education program to acquaint students with the basic skills of outdoor living, including hiking on trails, outdoor cooking, water safety, boating, and the basics of camping.

41. Provide camping opportunities for students during vacation time and emphasize camping skills, outdoor education, and sports.

42. Extend the Summer Club program to provide camping experiences for the students.

43. Study the feasibility of conducting classes in skiing, surfing, horseback riding, mountain climbing, and scuba diving in selected high schools during the physical education period.

44. Assign students in grades 6-10 to physical education classes by skill level. Consider assigning students in grades 11 and 12 by life-time sports interests.

45. Provide physical education uniforms for all students (shorts, blouse or shirt, and sweat suit).

46. Provide specialized physical education classes during summer school. Give credits above the 1 1/2 year requirement.

47. Continue to expand intramural programs in all secondary schools. Consider using aides to help the intramural director.

48. Plan a pilot program in speech using multimedia approaches to improve the speech patterns of disadvantaged students.

49. Require all students to take speech at some time during middle school years.

50. Set up a speaker's bureau of professionals in communication to speak to classes in journalism and creative writing.

51. Establish an internship for talented journalism students with local newspapers and advertising agencies.

52. Establish an internship with local television and radio stations and with local theater groups for especially gifted speech and drama students.

53. Set up a central costume and scenery center for use of drama classes.

54. Set up a library of scripts to give a broader range of materials for drama productions.

55. Offer a series of nine-week courses in creative dramatics for students in Grade 6.

56. Set up a drama exchange program among city high schools.

57. Plan a summer enrichment program for speech, drama, art, and music students. Consider organizing a community theater group for high school students.

58. Pilot the teaching of English as a second language in those schools where the number of Spanish-speaking students justifies this study and where bilingual teachers are available.

59. Study the teaching load of English teachers and provide an appropriate number of instructional aides.

60. Encourage all departments of English in middle schools to organize programs for continuous progress.

61. Equip each department of English with a television set for use during class time.

62. Plan and pilot a correlated course in Latin and English instruction taught by a team composed of teachers in each subject area.

63. Plan a reading center in each middle school which does not presently have one which will serve all departmentalized developmental classes in grades 6, 7, and 8. Also, provide a reading clinic where possible.

64. Pilot independent reading programs in the high schools.

65. Expand the integration of the teaching of study skills with reading skills in all secondary schools.

66. Provide a program in secondary reading which would ensure the teaching of and the use of reading skills in the content areas.

67. Establish a reading improvement center in each high school to provide individualized and small-group instruction for students needing reading remediation and for rapid-learning students. Operate the center on an eleven-month basis.

68. Offer a program to teach advanced and sophisticated reading skills to college-bound students during the regular school year.

69. Consider providing a one-year training program in clinical reading for beginning secondary reading teachers and for any secondary reading teacher who has not had such training.

70. Assist teachers in learning to interpret diagnostic measures in teaching reading skills in the secondary nongraded program.

71. Provide each reading center with an adequate number of varied and appropriate recreatory-type books (perhaps paperbacks) as well as with other appropriate materials and equipment.

72. Continue to develop continuous-progress plans in the middle school reading program to extend the continuum of reading skills being implemented in the elementary schools.

73. Provide larger amounts in budgeted funds for individualized reading programs in the middle schools.

74. Produce teacher-made tapes of content-area materials for the nonreader and the poor reader to use in independent study in instructional materials centers.

75. Establish interschool exchange of teacher-made materials among middle school reading departments and English departments.

76. Provide an annual report summarizing academic achievement in the secondary reading department.

77. Pilot a social studies or other content-area course in a foreign language.

78. Pilot a short interdepartmental elective program of communication arts combining foreign language, speech, homemaking, industrial arts, and art.

79. Pilot high interest, vocationally oriented short courses for advanced Spanish students in the areas of secretarial, banking, medical, and business Spanish.

80. Pilot an elective course in middle school Latin in which the oral language and Roman civilization and history are emphasized.

81. Create a model, continuous-progress foreign language program in a middle school and in a high school which teachers and administrators may visit for ideas.

82. Implement an accredited spring trimester of foreign study for students in those high schools using the trimester organizational plan.

83. Involve advanced students and language volunteers in developing high-interest short courses of foreign language experience in such "hobby" areas as fashion, sports, music, art, politics, science, creative writing, and book reviewing.

84. Integrate into the regular foreign language program conversational and lecture visits from a volunteer language corps of native speakers.

85. Extend to all high schools a resource-type foreign language room for advanced seminar courses.

86. Redesign present language laboratories and add, where necessary, audio-active equipment to provide areas for both aide-monitored practice and independent study-practice by individual students.

87. Set up a centrally located community language center in which no English is spoken, and where paid native speakers of college age lend relevancy to the foreign language program by means of free conversation, foreign-text movies, records, periodicals, and games.

88. Consider the possibility of offering in a local high school magnet courses which are available to students from several schools. Include a "total immersion" program of foreign language instruction.

89. Bring in additional foreign exchange teachers who can take students into the deep culture of the peoples who speak their native languages. Continue to employ qualified native speakers to teach the students' first language.

90. Expand the use of bilingual teacher assistants in secondary school foreign language programs.

91. Include teachers of Latin in teams of teachers in humanities programs.

92. Continue to orient principals and parents to the educational, social, and vocational advantages of courses in accelerated Spanish designed specifically to meet the needs of the student whose first language is Spanish. Extend such programs to other schools where the need exists.

93. Survey student interest in the study of languages not presently being offered.

94. Form a rotating committee of three teachers in each foreign language to review research in foreign language education; to work closely with the consultant in developing new programs, teaching strategies, and evaluation techniques; and to report their findings and plans at regular intervals to other teachers.

95. Form interschool teams of foreign language teachers to write instructional learning activity packets to provide students the means for making continuous progress and to provide for phase five independent study projects.

96. Provide aides to monitor language laboratory practice. Allow students to check out tapes to practice independently.

97. Investigate ways for students and teachers to make exchanges with students and teachers of other countries.

98. Provide a foreign language resource center in which independent, continuous-progress study may take place.

99. Provide additional books in the school library which are written in the foreign languages taught in the school.

100. Provide additional transparencies and other teacher aids for instruction in German, Latin, and Russian.

101. Stress the concept of intercultural understanding in foreign language education along with the ability to converse in the language.

102. Request the area instructional television station to present a foreign language television serial to be given at a high school vocabulary level by native speakers and scheduled at an evening study hour.

103. Investigate the use of television as a means of providing instruction to students in the advanced levels of foreign language study.

104. Provide a short-wave radio station over which foreign language students could converse with native speakers.

105. Create a "Faces of Latin America" slide and tape series to increase understanding and empathy and to establish a feeling of brotherhood with the various peoples of Spanish-speaking America.

106. Provide take-home cassette recordings of foreign language lessons.

107. Plan seminars and cooperative college-public schools extension courses designed for the social studies staff in a single school or in a cluster of schools having common concerns.

108. Set up area centers to serve the system as models of an effective social studies laboratory.

109. Make a definitive study of the role of the ideal social studies program in continuous progress.

110. Encourage principals to consider appointing social studies teachers to serve as sponsors for a student council, a student government, or a similar organization.

111. Develop guidelines for classes blocked together for team teaching American literature and American history to foster greater understanding of American culture and thought.

112. Continue the emphasis on contemporary history in all social studies courses.

113. Improve the social studies program by expanding the use of newspapers, news magazines, multilevel books, and instructional media.

114. Consider purchasing and assembling packets of multimedia materials for each social studies unit.

115. Consider designing science and social studies museums and/or resource-centers-on-wheels which could be available to individual schools on a regular schedule.

116. Establish within the system a social studies loan bank which would serve to provide a teacher with exchange of ideas, materials, speaking bureau recommendations, and other similar resources.

117. Place a well-supplied social studies laboratory convenient to all social studies teachers and students in each of the secondary schools.

118. Help teachers recognize that a multistrategy approach is essential to the effective teaching of the social studies.

119. Develop guidelines and plans for utilizing more local, out-of-city, and out-of-state tours as enrichment experiences for regular and honors classes in social studies. Include a historical tour of Texas and several historical, literary, and governmental tours of the United States. Establish scholarship possibilities for such tours for as many students as possible.

120. Expand the field trip opportunities available to social studies students to reenforce the individualizing of learning in the social studies area.

121. Provide a flexible utilization of classroom space within each social studies department; also set up a social studies office in each school and provide a minimum of one large-group space for each social studies department and as many small-group spaces as possible.

122. Supply each social studies department with cassette recorders as standard equipment in the ratio of one for each four staff members.

123. Develop social studies resource centers either in the library or in conjunction with the team teaching areas.

124. Revise the standards for furniture in social studies learning areas to promote flexibility in the utilization of space; include the placing of most equipment on rollers (bookcases, map carts, lectern, audio-visual combinations, bulletin boards, chalkboards); acquire student chairs which will stack and student desks with shapes which will permit many discussion group designs; also include the newest research features in marproof qualities.

125. Increase budgeted funds for social studies books, teaching materials, and equipment, allowing specific amounts for each social studies department.

126. Establish a plan which encourages the voluntary purchase by social studies students of enrichment materials, such as paperback books, which can form the core of classroom library holdings or personal student libraries.

127. Provide additional aides to handle routine tasks in each social studies department.

128. Provide opportunities for a one-semester developmental leave for social studies teachers so that those teachers selected might up-date their academic preparations.

129. Create a cadre of paid and/or voluntary substitute teachers in mathematics to allow regular teachers released time to visit other schools, to develop curriculum materials, and to work on special projects in mathematics instruction.

130. Plan a modified data processing program for several senior high schools which are geographically located so that they can serve the entire city.

131. Continue to expand the use of computers in teaching mathematics in all high schools.

132. Consider offering a computer mathematics course to ninth-grade students in the college preparatory or accelerated plan of mathematics instruction, and provide computer equipment for their use in subsequent courses in mathematics.

133. Continue to extend consumer mathematics to all high schools where needed.

134. Establish a mathematics laboratory in each secondary school which does not have one.

135. Develop a field trip for students in Grade 8 which will let them observe firsthand the application of mathematics.

136. Develop a summer enrichment program in mathematics for students in grades 6 and 7 which would involve demonstrating mathematical concepts through laboratory experiences and field trips.

137. Schedule second-level science courses during the first or last periods of the day on an extended day schedule. If a second-level course is not offered in a student's home school, allow him to take the course at a school offering the course.

138. Consider providing longer class periods for laboratory sciences in grades 9-12.

139. Provide each middle school with a science learning center where students can work on projects, remedial work, or special activities with supervision.

140. Provide an outside area and green house located adjacent to the life science and biology laboratories.

141. Provide an outdoor laboratory in environmental-agriculture-ecology work. Allow selected students to spend a week working and studying full time with instructors.

142. Expand the use of driving simulators in driver education classes.

143. Provide vision testing devices in driver education to discover visual limitations.

144. Consider the use of a multimedia responder system in the classroom of the driver education program.

145. Conduct a driving skill contest in the summer.

146. Take steps to place driver education under the State Foundation Program.

147. Consider offering in all high schools vocational business education in the areas of stenography and secretarial science, bookkeeping and accounting, general office and clerical practice, data processing, business arithmetic, and special programs for students of lesser ability.

148. Extend the notehand course to other high schools.

149. Expand the ninth-grade typewriting program to all four-year high schools.

150. Make bookkeeping a machine-oriented course, including units on automated data processing.

151. Consider offering typewriting to students in the middle school. Plan for proper placement of these students when they enter Grade 9.

152. Offer business education courses in all schools; include business communications, clerical practice, and/or vocational office education and business arithmetic.

153. Implement the sequence of suggested courses for schools as outlined in *Business and Office Occupations Handbook*, especially the sequence for slow learners.

154. Adhere to minimum standards of achievement in assigning students to advanced typewriting, bookkeeping, and shorthand classes.

155. Organize a council of Fort Worth or Fort Worth area business teachers.

156. Organize a central advisory committee of business men in the areas of vocational office education, clerical and accounting training, stenographic training, and data processing training to work with committees of teachers and the consultant in planning instructional improvements.

157. Use business education students as surveyors as well as respondents in conducting surveys for improvement of the business program.

158. Provide adding machines, calculating machines, and bookkeeping machines for business arithmetic and bookkeeping classes.

159. Make available in business education departments information on business careers and such reference materials as city directories, telephone books, and secretarial handbooks.

160. Provide library centers with listening carrels for shorthand dictation and individual booths equipped with electric typewriters.

161. Develop office-style classrooms for teaching business education.

162. Make available in each school a business education laboratory, equipped with typewriters, transcribing machines, shorthand dictation tapes, and other materials to be used by students. Encourage the students to use the laboratory during their independent study time. Provide a laboratory assistant to help them.

163. Encourage all business education teachers to work in business offices during the summer months to acquire more recent practical experience.

164. Consider using only "pass" or "fail" as a grade in Typewriting 1 and 2, or allow students to choose between "pass or fail" and a letter grade at the time of enrolling.

165. Permit an art teacher who is especially proficient in a certain art area (printmaking, sculpture, ceramics painting) to exchange schools and classes for a length of time (1, 2, or 3 weeks) with a comparable teacher who has special ability in another art area.

166. Expand the practice of scheduling beginning and advanced art students in separate classes.

167. Pilot a course in the performing arts (art, music, drama, and dance) at the middle school level.

168. Continue to provide an all-city string orchestra for exceptional middle school students.

169. Develop a plan for a European concert tour for the advanced all-city orchestra.

170. Study the possibility of limiting the size of instrumental classes, especially those for beginners. Review the teaching loads of band and orchestra teachers and recommend needed changes.

171. Develop a summer enrichment strings class for beginners.

172. Establish regular music classes for special education pupils. Encourage the use of rhythm instruments and recordings.

173. Plan a city-wide solo, chorus, and instrumental festival for the middle school level of music.

174. Schedule music history, theory, and appreciation classes for students planning to major in music.

175. Provide an expert music teacher to teach string classes in school.

176. Assign a teacher aide to assist each music teacher with an enrollment of 200 or more.

177. Place a qualified music aide in each high school which has more than a full instrumental and choral music program.

178. Encourage the secondary school instrumental and choral groups to present programs during the school day to feeder schools.

179. Allow middle school musical groups to exchange programs once each semester.

180. Set up a recording system on a permanent basis in each high school.

181. Provide a central location for surplus music instruments to facilitate reassignment to schools needing them. Study the feasibility of setting up a school-owned repair shop for instruments.

D. Objectives of the Curriculum Department

1. Maintain at all times a balance within the curriculum of the skills, the humanities, the sciences, and the practical arts.

2. Identify sequences of skills, grades K-12, in each subject area. Plan with the instructional departments for their implementation into course plans and guides.

MR. HAROLD GRAVES, Director of Curriculum, and Dr. Dewey Mays, Jr., Assistant Director, meet with members of the world history writing committee to plan a new course of study.

3. Design a continuum of skills for each major subject area based on performance objectives. Allow students credit when they successfully fulfill these objectives.

4. Continue to revise and update curriculum guides in all departments in order that desirable social, technological, and research developments may be incorporated in the contents.

5. Adapt curriculum bulletins for use in the Intensified Learning Program.

6. Develop courses of related disciplines so that concepts from disciplines not presently included can be incorporated into the curriculum, such as anthropology, psychology, and astroscience.

7. Continue to develop multilevel programs and materials for all areas of the required curriculum.

8. Design additional special curricula for grades 1-12 to meet realistically the academic, vocational, cultural, and physical needs of students in the 70 to 90 I.Q. range.

9. Provide a prevocational program for pupils in grades 4 and 5.

10. Study the needs of the labor market and plan a balanced program for those students who wish to enter the labor force upon graduation.

11. Involve teachers, students, principals, parents, and other community resources in the determination of student needs as well as in the development of curriculum to meet these needs.

12. Plan curriculum programs for the preparation of medical, technical, and legal secretaries who are bilingual.

13. Plan additional programs to meet the academic needs of accelerated learners.

14. Continue studying the special needs of children in culturally deprived neighborhoods and planning additional sequential programs from K-12 to meet these needs and interests.

15. Incorporate the best of the recently stressed techniques for inquiry learning, interdisciplinary approaches, and team efforts into all future curriculum planning wherever applicable.

16. Develop special curriculum guides describing methods, materials, and content for individualizing instruction.

17. Work with principals to plan curricula appropriate to each individual school.

18. Increase the involvement of principals in the development of curriculum and in textbook adoption.

19. Plan a curriculum to use in intramural activities.

20. Plan a prereadiness curriculum in language arts and mathematics for prekindergarten and kindergarten.

21. Develop a semester course entitled "Vocations" to acquaint students with job opportunities.

22. Plan a course in art history for students not interested in performance.

23. Plan pilot courses in psychology and philosophy.

24. Develop additional science courses at both middle schools and high schools on the trimester plan for students who are highly motivated in science.

25. Consider offering at Grade 12 such advanced science classes as physiology, geology, astroscience, and atmospheric science.

26. Develop a continuous-progress program for the required mathematics courses. Extend the continuum to include trigonometry, elementary analysis, analytical geometry, and calculus.

27. Write special units on factoring, algebraic fractions, graphing, radical expressions, and quadratic equations for students who are enrolled in Related Mathematics 3-4 and who desire to study geometry and Algebra 3-4.

28. Develop units on the history of mathematics for use in the middle school in order to teach students to appreciate mathematics and to acquaint them with some of the real life struggles in the development of mathematics.

29. Plan a variety of senior-level courses in mathematics at various high schools. Allow students to commute from one school to another to take special interest courses.

30. Survey course offerings in business education from other cities, the business needs in the Fort Worth area, and the present and projected changes in business machines and equipment. Revise the curriculum offerings in Fort Worth to meet the needs of the students who will be going into business.

31. Devise continuous-progress plans for business education sequences.

32. Plan and pilot a condensed shorthand and personal-typewriting course for college-bound students.

33. Plan a general business education course to provide instruction in consumer information and guidance, business understanding for management of personal business affairs, and business and economic understanding for intelligent citizenship, including an understanding of data processing and its effect upon the everyday world.

34. Design an introductory data processing course to be taught on a practical basis. Provide "hands-on" experience.

35. Restudy the social studies curriculum (K-12) to determine which concepts are essential to give a continuity to the entire plan. Permit enough flexibility in the program to foster the integrity and the creativity of master teachers.

36. Place additional multiethnic curriculum materials into the social studies program.

37. Add new social studies units or courses such as African and Asian civilizations. Include ethnic studies and stress contemporary periods.

38. Plan social studies electives, not only as trimester subjects but also in mini-lengths and in seminar styles, at both the middle and high school levels.

39. Develop, as a pilot project, a problem-centered course or courses, allowing students the responsibility and opportunity of engaging in constructive action outside the school building.

40. Establish pilot classes in the Spanish guitar (6-string) without amplification.

41. In order to meet students' specific needs, consider providing various elective-type courses in the reading department in addition to the regularly scheduled developmental classes.

42. Refine the program in language arts and social education for children, ages 2 through 4, and develop a new language arts and social education instructional program for children, ages 5 and 6.

43. Set up a continuum of skills in language study for use in elementary and middle school English programs and later in fundamentals required of all high school students.

44. Consider a plan to reorganize all material in senior high English into phase levels of instruction and into elective courses.

45. Continue development of a linguistically oriented language arts program to provide an articulated program K-12.

46. Develop an approved reading list for middle school English.

47. Plan and produce a journalism style manual to be issued city-wide to all journalism students.

48. Set up and offer to all students a course in advertising as part of the journalism curriculum.

49. Set up a one-semester course in mass media in the journalism curriculum designed from the consumer's rather than the producer's viewpoint and offered to all students.

50. Consider developing a course in the impact of modern media upon man. This course should assist students in understanding how the various media influence his own thinking and his actions.

51. Integrate the driver education program into the regular school curriculum, allowing one-half elective credit for the course.

52. Develop an outdoor education program in grades 4-12 to include camping, boating, swimming, and hiking.

53. Plan and develop a sequential health education program for grades K-12.

54. Provide a one-semester course in health occupations. Include such topics as mental hygiene, geriatrics, nursing, dental hygiene, medical terminology for medical secretaries, and special diets.

55. Develop a continuous-progress consumer homemaking education program in the middle school which will continue into the high school.

56. Develop a two-year program in food technology.

57. Broaden the industrial arts curriculum to include general graphic arts, aircraft drafting, fluid power, photography, printing, automotive mechanics, finishing and design, household maintenance, numerical control, mass production, materials testing, computer drafting, and computer electronics.

58. Develop a program of power mechanics in the middle school to include such small motors as are on lawn mowers or motor scooters, outboard motors, and electric motors.

59. Continue to work for more flexibility in the distribution of state textbooks in order that individualized instruction may be supported by appropriate textbooks.

60. Study the desirability of using consumable textbooks in mathematics and handwriting in all primary grades.

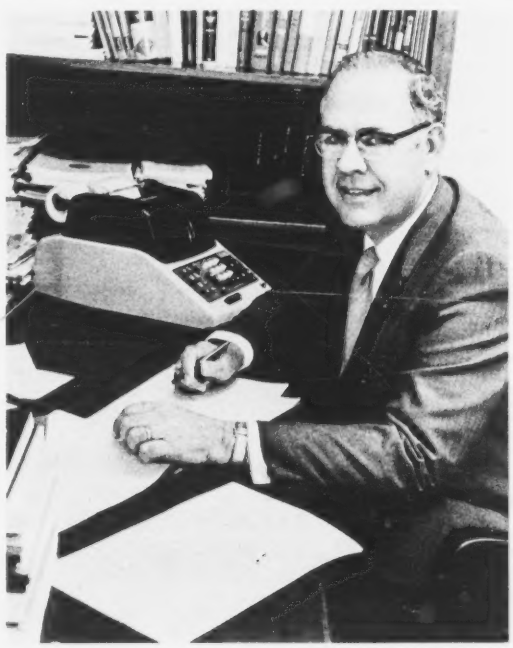
E. Objectives of the Vocational-Industrial Education Department

1. Revise and extend occupational course offerings for all students in middle and high schools.

2. Develop a vocational placement service for students who graduate. Coordinate this with follow-up studies.

3. Provide an occupational orientation program at the middle school level to inform students of future vocational education.

4. Continue to develop appropriate occupational training programs in all middle and high schools where special needs exist.



MR. ROBERT M. McABEE, Director of Vocational-Industrial Education, directs the planning and implementation of all vocational-industrial programs.

5. Establish an adult career and guidance service operating day and night with responsibility for counseling, industrial relations, job development, placement, and follow-up.

6. Organize an advisory council consisting of representatives from all public educational agencies in the area interested in vocational-industrial education to discuss mutual problems, course offerings, and general information to prevent duplication of effort.

7. Provide avocational opportunities for parents and students to participate in vocational-industrial shops and homemaking facilities after school hours.

8. Continue to function with an advisory council for each middle and high school to help the school in collecting and interpreting information for use in planning and evaluating all vocational programs.

9. Organize a cooperative planning system among all adult education programs in Tarrant County on the supervisory level with assistance of an advisory committee.

10. Establish one or more satellite adult centers to make more classes accessible.

11. Consider establishing a center to provide instruction in academic and vocational-industrial education courses for adults, out-of-school youth, and regular students who are working. Operate the center all year during the day and evening.

12. Plan to enroll selected adult students in day classes with trade students.

13. Continue to provide programs in home and family living to disadvantaged adults.

14. Continue to emphasize consumer education and personal relations in all areas of vocational education.

15. Continue to strengthen the useful homemaking programs and the gainful employment programs in home economics through the use of an advisory council for individual programs.

16. Expand two-year preemployment programs in child development, food management and technology, interior design, and clothing in designated high schools to prepare eleventh- and twelfth-grade students for gainful employment.

17. Provide occupational information in all homemaking classes through a vocational orientation unit.

18. Continue to encourage eleventh- and twelfth-grade boys to take semester courses in home and family living.

19. Offer in-depth semester courses in consumer education and housing and home furnishings for eleventh- and twelfth-grade students.

20. Further expand Coordinated Vocational Academic Education course offerings to develop minimal level skills in food service, child care, industrial clothing, and household maintenance.

21. Develop a program for elementary students as a part of Summer Phase Homemaking.

22. Expand the Home Economics Preemployment Laboratory Education teacher aide program to additional high schools.

23. Prepare future homemakers for the multiple roles they will assume as adults.

24. Consider the use of industrial arts specialists to work with elementary teachers to enrich present course offerings in the elementary schools.

25. Plan a program of guidance and testing to identify students, both boys and girls, with interests, aptitudes, and potential skills suitable to the industrial arts program.

26. Offer courses at night for high school credit in all drafting and shop courses.

27. Invite skilled men from industry to participate in actual classroom situations.

28. Initiate summer programs in industrial arts.

29. Develop plans for a general shop course in which several skills are introduced and related work taught in conjunction with the laboratory, coupled with an organized vocational counseling program in grades 7 through 10 in all schools.

30. Equip each industrial arts laboratory for the teaching of only one area such as woods, power mechanics, or metals.

31. Improve safety and efficiency in industrial arts laboratories by enlarging the working space in current areas.

32. Develop mobile laboratories for short-unit courses in technical areas of study for use in several schools on a scheduled basis.

33. Allow high school graduates to qualify, with pay, as helpers in middle school and high school industrial arts classes.

34. Group students each period by level of proficiency in industrial arts.

35. Develop more team teaching in vocational training programs.

36. Use pass or fail grades in industrial arts courses at all levels.

37. Continue to expand the Partners in Education program to provide a variety of work-related experience to meet the changing needs of all students.

38. Employ only industrial arts instructors who have twelve or more hours of accredited work and are master craftsmen in the subject field they teach.

39. Promote and encourage continuous study in the field of technical education so that industrial arts instructors will be motivated to produce and use new ideas.

40. Encourage vocational teachers to work toward advanced degrees.

41. Plan a system to allow industrial arts teachers to get work experience in industry.

42. Encourage teacher education institutions to advance the technology of educating industrial arts instructors.

43. Give vocational teachers salary incentive credit for work experience in business and industry during summer months or for specific related in-service education programs during the school year.

F. Objectives of the Federal Programs Department

1. Continue to work with other departments in formulating new programs and in becoming an effective and integral part of the Division of Instruction.

2. Study innovative and exemplary practices in federal programs and seek ways to incorporate the successful ones into the regular programs.

3. Study the federal programs now in effect, assess other needs in the instructional programs, and set priorities for applying for other federal funds.

4. Develop a Follow-Through model distinctly designed for the Fort Worth schools.

5. Plan, initiate, and implement a Follow-Through teacher institute.

6. Keep administrative staff, principals, teachers, aides, and parents aware of current programs, opportunities for new programs, and evaluation of present programs.

MR. JACK TARVIN, Director of Federal Programs, discusses the summer program with Miss Sara Dunn Sistrunk, Elementary Music Consultant.

7. Organize a parent advisory committee for federal programs as required by the Texas Education Agency and provide workshops and technical assistance to these committees.

8. Seek funds to develop and implement needed activities and services.

   a. Expand programs designed to individualize instruction.

   b. Continue to experiment with new techniques, with use of para-professionals, and with differentiated staffing.

   c. Seek ways to reestablish programs deleted or restricted due to reduction in federal funds.

   d. Provide supplementary personnel and material to the reading program, grades 1-6, to assure help for all pupils needing special assistance.

   e. Expand the vocational education program for handicapped students in secondary schools.

   f. Employ a Mexican-American resource teacher experienced in the teaching of English as a second language to work with non-English speaking students in schools which do not have bilingual programs.

9. Develop a system of data collection to assure that federal funds are used as additions to programs funded by state and local sources.

10. Expand federally funded programs for three- and four-year-olds as state-funded programs for five-year-olds become operative.

11. Develop a more systematic method of fiscal accounting for the Federal Programs Department.

G. Objectives of the Teacher Education Department

1. Continue to develop a comprehensive, continuous program of in-service education, including the teaching of new subject matter in the content areas, the use of new equipment and materials, and the use of new teaching techniques and methods. Include in the program both compulsory meetings on released time and voluntary workshops for salary increment credit.

DR. CAROLINE LOCKE, Director of Teacher Education, discusses in-service activities with Mr. Curtis Savannah, Coordinator of Teacher Corps, and Mrs. Rachel Johnson, Coordinator of the Career Opportunities Program.

2. Make use of program planning, budgeting and evaluation systems, systems analysis, and charting (PERT) to develop a logical and sequential program of teacher education.

3. On a pilot basis, have all-teacher in-service education during the school year.

4. Schedule one full day each nine weeks for in-service education.

5. Plan at least seven regularly scheduled professional meetings annually in each school and devote them exclusively to instructional improvement.

6. Continue to use a lead teacher at each grade level to conduct in-service meetings at each elementary school.

7. Provide continuous education opportunities for a corps of teachers to assist in in-service education programs.

8. Provide workshop packets on various topics in the professional library for use in in-service sessions at the building level.

9. Provide each school with commercial in-service materials and current editions of new books.

10. Plan additional programs for continued education of the central administrative staff in human relations, federal programs, state department regulations and services, data processing, and other appropriate areas.

11. Provide in-service programs for teachers and administrators to acquaint them with the relationship between the instructional program and the optimum health program.

12. Establish a personality development course for teachers, principals, and administrators.

13. Institute in-service programs for administrative personnel which will award salary increment hours.

14. Develop additional in-service workshops for principals on the special education program.

15. Continue to plan seminars for principals to assist them in fulfilling their roles as instructional leaders.

16. Develop a series of programs designed to teach consultants, principals and teachers to understand and write performance objectives applicable to their level of accountability.

17. Schedule meetings that include administrators, counselors, and consultants to inform each one of the other's problems.

18. Offer in-service education for principals, teachers, counselors, visiting teachers, and nurses on problems of children involved with the liaison counselor for court-related cases.

19. Provide additional education for school personnel in the operation of new audio-visual equipment and the utilization of instructional media and materials.

20. Provide additional in-service education designed to make teachers more proficient in the use of the inductive method of teaching, in a multisensory approach to teaching, in developing questions which will stimulate students to think, and in the teaching of problem-solving techniques to students.

21. Seek additional means for all members of the instructional staff, principals, and teachers to increase their understanding of the ways pupils learn and how they can be taught more effectively.

22. Provide further special training for personnel working with children from low socioeconomic neighborhoods and emphasize the cultural patterns of the disadvantaged pupils.

23. Establish workshops for substitute teachers.

24. Provide in-service education for trade instructors so they may share problems resulting from common use of equipment and materials for adult and regular programs.

25. Provide in-depth in-service education for teachers assigned to new programs.

26. Plan a two-day workshop each semester for in-depth instruction in the area of physical education for students with advanced skills in physical education and a high degree of interest in the teaching profession. Study the possibility of structuring the workshop as a mini-course.

27. Work with the Fort Worth Association of Educational Secretaries in providing workshops to increase the special competencies of secretaries.

28. Continue to group schools serving similar socioeconomic areas for selected in-service meetings so that teachers can relate and identify with similar problems and ideas.

29. Provide additional opportunities for small group in-service activities.

30. Provide opportunities for teachers and principals to learn to use the specialized training of speech therapists on a consultative basis.

31. Refine special orientation sessions for summer school teachers.

32. Continue to develop and conduct in-service programs to develop team teaching. Involve principals, teachers, and instructional aides in these programs.

33. Provide education for all teachers in specialized reading skills needed in their subject areas and in techniques to be used in working with children with learning difficulties.

34. Schedule in-service meetings between industrial arts and vocational teachers in related areas to afford coordination in the programs and to inform students concerning available areas of in-depth training.

35. Continue to encourage teachers to increase both their knowledge and their competency by studying on the graduate level and by extending their understanding of related disciplines on the undergraduate level.

36. Continue to coordinate plans for courses and workshops to be taught by university professors for college credit.

37. Set up additional cooperative programs with the staffs of the various social science disciplines and education departments of the local colleges and universities as a means of advancing a greater professional competence in present and future social studies staffs.

38. Establish a timetable for upgrading the academic preparations of the social studies teachers, as reflected both in pre-service and in-service programs, that will be in harmony with standards as recommended by local, state, and national professional organizations in the social studies.

39. Establish an internship for beginning teachers to facilitate more effective assimilation into the profession.

40. Provide an extensive training program for instructional aides along with in-service programs for teachers on the training and utilization of instructional aides.

41. Offer to the beginning teacher the guidance and direction of an experienced teacher through scheduling planning periods together.

42. Continue to improve the student teaching program by (a) carefully selecting cooperating teachers, (b) conducting an orientation meeting with student teachers and cooperating teachers prior to student teaching, (c) meeting with cooperating teachers, principals, and college supervisors to discuss the student teaching program, and (d) providing a student teaching handbook.

43. Make efforts to place student teachers in all schools so the schools may benefit from differentiated staffing.

44. Provide a modern, well-planned staff-development center which includes a professional library and instructional media center. Extend the services of the center beyond regular office hours. Develop an adequate plan for circulating professional books upon request.

45. Provide for released time for principals and teachers to visit other schools with programs of special interest.

46. Explore ways to provide released time for representative teachers to attend conventions with full pay and some expense money.

47. Plan pilot programs using such innovative teacher education techniques as closed-circuit television, micro-teaching, interaction analysis, simulation, and programmed in-service.

48. Develop teams of principals with varying backgrounds in subject matter. Schedule meetings for the teams whereby each member could share his competency with other principals by helping them identify excellence without their having to become specialists in all fields.

49. Complete the loose-leaf teacher education handbook.

50. Complete the loose-leaf handbook for teacher aides.

Part Seven

Division of Administration

I. GOALS FOR THE DIVISION OF ADMINISTRATION

It is the goal of the Division of Administration to plan, organize, schedule, coordinate, and administer the general operations in the Fort Worth Independent School District. Administering the elementary, middle, and high schools to facilitate the instructional program requires

..... Ensuring a closely knit, well planned, and flexible organization,

..... Providing wholesome food service,

..... Maintaining a sound professional relations program,

..... Coordinating the objectives of professional organizations,

..... Creating a climate conducive to professional growth,

..... Providing effective data processing services,

..... Offering a balanced program of athletics, and

..... Encouraging elementary, middle, and high school principals to develop schedules more effectively to meet student needs.

MR. GERALD WARD, Assistant Superintendent for Administration, installs the officers of the United High School Council.

II. OBJECTIVES FOR THE DIVISION OF ADMINISTRATION

The Division of Administration is responsible for setting an environment in which the instructional program can function efficiently. It is only through the facilitation of instruction that administration has meaning. The following suggestions are made with the understanding that they will be carried out within the framework of educational plans of the Division of Instruction. This close cooperation is imperative if the goals of the Fort Worth Public Schools are to be met.

A. Multidepartmental Objectives

1. Continue to work toward making the principal the instructional leader in his school. Provide clerical and administrative assistance to make this feasible.

2. Provide a cadet corps of outstanding teachers who will be given experience in the elementary schools, the secondary schools, and the central administration offices so that they will be able to understand and articulate the total educational program and thus be prepared to assume the place of instructional leadership in any school.

3. Provide administrative personnel and clerical personnel based on need rather than enrollment.

4. Send 20 percent of the principals to national conventions each year.

5. Continue to study in pilot situations the various patterns of professional staff utilization, the various patterns of grouping pupils, and the possible use of flexible time allotments for classes along with the use of programmed and self-teaching materials.

6. Designate certain schools as experimental schools. Work with the Division of Instruction and the Department of Research to test the validity, impact, and practicality of promising practices of staff utilization, innovative materials, and significant new content.

7. Continue to assign teachers only to single teaching areas to facilitate professional growth through maximal participation in teaching area activities. Study ways to improve the effectiveness of those teachers who must be assigned to double teaching areas.

8. Employ additional noncertified aides to assume noninstructional duties, such as monitoring corridors and cafeterias and doing typewriting, duplicating, and record keeping.

9. Develop standard guidelines for use of paraprofessionals in schools.

10. Utilize foreign language volunteers to assist principals of schools in which nonspeakers of English are enrolled.

11. Assign a reading specialist to each school.

12. Provide released time for school personnel to visit schools with new instructional programs and permit teachers to attend teacher education activities at regular intervals during the school year.

13. Provide released time for teacher attendance at conventions and/or conferences at the local, state, and national levels. Consider providing some payment toward resultant teacher expenses for such attendance.

14. Develop a working relationship between institutions of higher learning and the public schools to facilitate joint educational projects and information exchange.

15. Equip libraries for individual study and for using learning aids.

16. Utilize modular flexible-demand scheduling where facilities permit.

17. Continue to make more efficient use of facilities through further development of before-school, after-school, and summer activities programs.

18. Give priority to plans for renovating school buildings to facilitate both small group and large group instruction.

19. Provide flexibility in the grouping of students by encouraging secondary administrators wherever possible to schedule all sections of each level of foreign language instruction into the same time slot.

20. Develop and implement a central filing system on students so that all appropriate school personnel may have ready access to information provided by special services in the schools and community.

21. Study grade reporting practices and recommend a system of evaluation appropriate to new programs and organizational patterns.

22. Eliminate study halls.

23. Broaden the practice of providing released time, salary credit, and/or extra pay for club and class sponsors to compensate for their time used for such things as record keeping, planning, after-school activities, and special district, state, and national club meetings.

24. Provide aides to assist teachers in conducting after-school intramural programs.

25. Include in terminal pay for retiring school personnel payment for all sick leave accumulated during their tenure.

26. Obtain undeveloped land suitable for use for science field trips, for nature study, for conservation study, for demonstration of farm life, and for other activities not now envisioned.

27. Provide facilities for camping and outdoor living experiences for all students in grades 4-12 (including hiking, boating, fishing,

cooking, swimming, study of ecology and conservation, survival, first aid, and horseback riding). Study ways of financing the staff and maintenance of the camp grounds.

28. Supply each social studies classroom with a legal-size file cabinet; an overhead projector on a rolling projector table; at least one conference table; sets of transparency maps; the wall maps and globes that are recognized as standard equipment; and storage cabinets to house posters, multiple copies of newspapers and news magazines, transparencies, and multilevel books. Make available in each department a record player and laminating equipment and materials.

29. Expand art display facilities with glass cases mounted on hall walls. Equip these cases with locks and locate them near the art room to house traveling or local exhibitions sponsored by the art department.

30. Build a central laundry facility to handle the physical education laundry needs for the entire system. Purchase and supply towels for all schools.

31. Consider the advisability of setting up a central printing center to handle the production of all school newspapers, curriculum publications, and instructional bulletins.

32. Print identification cards for all school children and all school employees.

33. Provide a fund for each new school to meet budgeted expenses until an operating fund is established.

34. Consider using microfilm for records and related information to reduce storage space.

35. Work with the Texas Education Agency to standardize reports to them and to the United States Office of Education.

36. Consolidate and coordinate records and forms to reduce duplication of effort and time of students, teachers, principals, and the central administrative staff in meeting the needs for information by various departments within the system and by state and national agencies.

37. Purchase land for multipurpose activity fields adjacent to schools that do not meet the recommended minimum space requirements.

38. Expand the use of parents in school communities to control vandalism.

39. Arrange for each organized teaching team to have in-school planning time. Give the team necessary assistance in independent study activities.

40. Plan a seminar for parents with lead teachers from various subject areas and grade levels to inform parents of innovations in instruction and in the evaluation of pupil performance.

41. Provide more effective means of self evaluation by teachers and cooperative evaluation by those in administration and supervision.

42. Devise a plan for the students to check out their textbooks from a central place in each high school to relieve the teachers of this duty.

43. Provide for complete maintenance of physical education outdoor play area by employing a staff of men to repair and replace physical education equipment and facilities.

44. Provide attendance officers and ground security personnel for various areas of the district.

45. Involve the consultants, principals, vice-principals, and all central office personnel in classroom situations by requiring them to teach a regularly scheduled class for at least one week each year.

46. Make available permanent driver education facilities at all high schools.

47. Provide on-campus facilities to garage driver education automobiles.

B. Objectives of the Elementary Administration Department

1. Provide additional elementary schools with learning resource centers. Staff each center with one full-time librarian for each 600 pupils and provide adequate clerical help. Provide part-time librarians in smaller schools.

2. Expand further the use of volunteer help from the school community to assist the schools as teacher aides, library assistants, office workers, and aides in regular kindergartens.

MR. ROYCE GUERRY and DR. WELDON WELLS, Directors of Elementary Education, direct the work of the six supervisor-consultants.

3. Provide trapezoidal reading tables in all first-grade classrooms.

4. Provide adequate facilities in the elementary schools for the special teachers in such areas as speech therapy, special reading, and band.

5. Establish a centrally located clinical reading center, furnished with adequate equipment, a proper testing program, and medical and psychological services.

6. Expand the use of special reading teachers to give demonstrations of diagnoses and instructional practices which may be helpful to the regular classroom teachers.

7. Increase the amount of teaching time each special reading teacher instructs at each school.

8. Encourage additional elementary schools to have at least one team teaching situation and provide in-service facilities, aides, and materials needed for such a situation to be successful.

9. Plan ways to use corridors to extend the physical classrooms and facilitate team teaching.

10. Provide each principal of elementary schools with enrollments of above 500 with an administrative assistant who is professionally certified (teacher) and who receives a teacher's salary. Assign the assistant to handle inventories, materials supports, compilation and finishing of reports, and similar duties, freeing the principal for more meaningful involvement with instruction, innovation, public relations, and planning.

11. Pilot in several schools the clustering of pupils in classes composed of grades 1 and 2, grades 2 and 3, grades 3 and 4, and grades 4 and 5.

12. Include kindergarten and first-grade classes in a preschool center for comparative and experimental purposes.

13. Extend the continuous-progress program to additional schools which show a desire and interest.

14. Provide additional gymnastic equipment to all elementary schools.

15. Consider using parent volunteers to help teachers with playground supervision.

16. Provide each classroom with a cassette tape recorder, record player, overhead projector, and listening center.

17. Provide a two-drawer legal size filing cabinet for each elementary school teacher.

18. Make provision for the school district to provide free to pupils workbooks, art supplies, and other learning materials.

19. Pilot the use of study carrels in intermediate classrooms.

20. Provide a rug or carpeted area for each kindergarten, first-grade, and special education classroom.

21. Provide each classroom with some means of direct communication with the principal's office.

22. Expand the elementary school resource teacher program to include one primary and one intermediate resource teacher for each supervisor-consultant.

23. Provide a free summer school program for pupils who are one year or more retarded in reading or mathematics.

24. Provide a lower teacher-pupil ratio in areas where there are educationally disadvantaged pupils.

25. Replace report cards with parent conferences at the primary level in those areas where parental involvement is possible. Provide an aide or substitute teacher one day per reporting period to make this possible.

26. Include third grade in the art, music, and physical education programs and extend the school day to 3:40 p.m.

27. Make provisions for primary grade teachers to have a planning period each day.

28. Establish duty free lunch periods for all elementary teachers.

29. Encourage each school to provide a system of central banking.

C. Objectives of Secondary Administration Department

1. Develop a handbook to be used by principals and counselors for guiding students in their occupational and professional choices.

2. Organize faculty-administrator committees in every school to keep each informed of school activities.

3. Appoint, after consultation with the principal, consultant, and director of instruction, one teacher as lead teacher in each department with four or more teachers. Consider placing that teacher on a reduced teaching schedule.

MR. TOMMY TAYLOR, Director of Secondary Administration, assists principals with decisions at the building level.

4. Appoint a vice-principal for instruction in each secondary school. Assign him to work with the principal and instructional staff in coordinating and securing materials and supplies and in providing leadership for the improvement of instruction.

5. Organize schools with enrollments not exceeding 1500 students in each middle school and 2500 students in each high school. Provide adequate personnel and facilities to serve each school.

6. Facilitate the establishment of area vocational middle schools for academically slow students in order to keep them in school and to guide them toward specific vocations.

7. Employ additional full-time job coordinators in the high schools to help relieve economic pressure on those students who need part-time jobs or the assurance of job opportunities after graduation.

8. Continue guidance and orientation programs for incoming students, including special assemblies, group and individual guidance, a welcoming committee of students, and a faculty advisor.

9. Initiate a classroom for the orthopedically handicapped at the middle school level.

10. Provide space in all high schools for a reading center, staffed by reading specialists. Include a remedial program for students with reading problems and speed reading and comprehension and skill development for good readers.

11. Provide adequate science laboratories for all classes.

12. Continue to improve the physical education facilities by adding obstacle courses, three-sided concrete block handball courts, volleyball courts and level playing fields. Also provide facilities for the weight program, modern dance, tumbling, and wrestling.

13. Develop an organized plan for intramurals including suggested activities pertaining to the age level and seasonal participation.

14. Provide a free summer school program for students who are two or more years retarded in reading and mathematics.

15. Employ extra personnel so that school libraries may be open in the evenings and on Saturday mornings.

16. Provide space in each school in order that a certain area may be designated a center for a specific subject, such as a mathematics center or a history center.

17. Consult with team leaders and consultants on teacher assignments so that the best class assignment can be made for each teacher, giving full consideration to the interests, skills, and desires of the teacher.

18. Appoint a director of student activities in each school. Assign this person primary responsibility for school clubs and their activities, social activities, student assemblies, honor society and awards, student council, senior class activities, and related fund raising projects.

19. Organize a student-faculty-administrator committee in each school to facilitate understanding student needs and desires and to study and suggest school policies and regulations.

20. Institute seminar programs or intercampus programs in upper level courses when less than 20 students enroll.

21. Emphasize citizenship reports rather than academic grades as requirements for all elective offices in the school.

22. Equip each high school resource center with a dry copy machine.

23. Provide telephone services for library personnel in the high school resource centers.

24. Consider installing a telephone extension in the business departments, especially for use of the cooperative VOE teachers.

25. Use the current technical education facility as a center for technical education only. Remove all academic work. Allow students to do their academic work in their home school and transport them to the technical center for the course offerings in technical education.

26. Expand adult education in night school to include several areas of the city.

27. Connect a pilot school directly with the computer to facilitate the sending and receiving of information.

28. Consider fencing parking lots, charging for parking, and employing a full-time attendant on each lot to afford better protection for automobiles and better control over the lots.

29. Define the function of the school newspaper and other school publications.

30. Provide assembly programs designed to inform and to improve the cultural levels of students.

31. Provide snack bar areas in additional schools for students to use during their independent study time.

D. Objectives of the Athletic Department

1. Improve the physical plant for athletic programs on all middle school and high school campuses; build or improve pits and runways for broad jump, high jump, and pole vault; provide shot and discus rings, baseball diamonds, and football practice fields.

2. Continue to improve the athletic program by adding such facilities as an activity center, lighted baseball fields, swimming pools, and a football stadium in the western section of the city.

3. Expand all high school facilities to accommodate the ninth-grade athletic program.

4. Install synthetic turf and an all-weather track at Farrington Field.

MR. JACK BILLINGSLEY, Director of Athletics, and his assistants, Mr. Lon Goldstein and Mr. James L. Willingham, coordinate the athletic programs for all secondary schools.

5. Provide underground sprinkler systems on high school football practice fields.

6. Provide a maintenance crew in the athletic department to maintain and improve athletic facilities at all middle and high schools.

7. Provide one set of hurdles (10) for each middle school.

8. Conduct a follow-up study of local high school athletes receiving scholarships each year to learn of the progress and accomplishments, academically and athletically, of those receiving scholarships.

9. Conduct additional in-service training clinics, at local level, for football, basketball, baseball, track, tennis, golf, and swimming.

10. Strive to increase salaries for coaches as an incentive to keep more coaches in the profession for longer periods of time and to attract experienced, successful men. Consider the following suggestions as possible ways to increase salaries.

    a. Adjust coaching salaries to be increased at the same percentage as teaching salaries.

b. Extend contracts to eleven months.

c. Negotiate contracts with those coaches who meet evaluative criteria as set by the director of athletics.

11. Employ a part-time sports information director to work with the news media in maintaining good public relations.

12. Provide central laundry for all athletic equipment, with pick-up and delivery service.

E. Objectives of the Data Processing Department

1. Develop a data processing handbook.

2. Consider using the computer to perform certain functions.

a. Record census and project population growth and displacement.

b. Schedule athletic events.

c. Program lunchroom menus and evaluate the cafeteria operation.

d. Schedule the transportation of students.

MR. A. V. MAJORS, Director of Data Processing, is in charge of all activities related to data processing.

e. Handle the details of textbook accounting.

f. Do capital asset and financial accounting.

g. Score teacher-made tests.

h. Inventory all properties and supplies.

i. Prepare student transcripts for colleges.

j. Store student medical records.

k. Handle all personnel records.

l. Maintain files on all pupils for research and evaluation.

m. Perform simulated laboratory experiments in science.

n. Assist in budget preparation.

o. Schedule students in schools on the trimester plan.

p. Prepare identification cards for students.

3. Encourage the establishment of the Future Data Processors program in each secondary school.

4. Maintain a continuous review and evaluation of the total data processing program in order to establish new programs for educational data processing.

5. Establish an adequate number of terminals in each school to facilitate computer-assisted instruction, computer mathematics classes, and on-line communication with the control computer.

6. Provide a total information system and data bank comprised of five files--student, staff, curriculum, property, and fiscal--to obtain the information necessary for making the decisions in optimizing the goals of the school system.

7. Provide a schedule by which teletype and video terminals may be added to the central computer.

F. Objectives of the Cafeteria Department

1. Seek additional state and federal funds to expand the breakfast program to include more children.

2. Consider additional convenience foods that require only heating to the proper temperature thus reducing cost of food production.

MR. WADE BANOWSKY, Director of Cafeterias, discusses the food service operations with Mrs. Betty Baumgardner and Mrs. Mary Lankford.

3. Study the elimination of kitchens and dining rooms in small schools by preparing food in a central kitchen and serving lunches to students in the open space areas or classrooms from special electric serving carts.

4. Pilot the use of vending machines for snack lines.

5. Concentrate on providing better arranged kitchens in new schools.

6. Provide in-service training for all employees in the Cafeteria Department.

7. Enclose additional trash and garbage areas.

8. Work with the business office in providing an adequate smog-free disposal system.

9. Work with other groups toward the improvement of nutritional education for all elementary children.

10. Continue and extend quality control activities.

11. Give faster follow-up on recommendations made during sanitation inspections.

12. Increase the use of the facilities of the United States Department of Agriculture in the grading of all fruits and vegetables used in the Cafeteria Department.

13. Computerize menus for all schools.

G. Objectives of the Professional Relations Department

1. Set up forums for professional communications among teachers, administrators, and board members.

2. Create means for studying the status of teacher morale with special attention to means of improvement.

3. Work with appropriate persons in achieving effective communications among students, parents, teachers, and administrators.

MISS HARRIET GRIFFIN, Director of Professional Relations, works with professional and community groups in maintaining effective relationships.

4. Work with parent-teacher organizations in the creation of parent-teacher-student associations.

5. Publicize and provide for school personnel, who have problems they find inappropriate to discuss with their administrators, opportunities to confer with the director of professional relations who will attempt to help them or direct them to the proper sources.

6. Work with the Fort Worth Chamber of Commerce, the Area Council of Churches, and the various commissions of the City of Fort Worth in the interpretation of the programs of the Fort Worth Public Schools.

7. Cooperate with the educational committees of various civic organizations.

8. Attend meetings of various groups and organizations in the community where educational needs and problems relating to the Fort Worth Independent School District may be discussed.

9. Work with all school-related organizations when needed in matters pertaining to community or professional relations.

10. Work with the PTA in program development and professional relations.

11. Encourage a closer relationship between the schools and community groups by attempting to keep both aware of the other's services and contributions.

12. Work with various community organizations and radio and television stations in the production of programs dealing with activities of the Fort Worth Independent School District.

13. Write magazine and newspaper articles interpreting programs and activities of the Fort Worth schools and related professional organizations.

14. Work with parents, especially in disadvantaged areas, to achieve better communications between the school and the home.

15. Assist in the establishment of an advisory council, composed of representatives from government, business, industry, labor, and church groups to see that the educational program of Fort Worth meets the needs of the entire city.

16. Publish each month a bulletin reporting on current ideas or projects in the community that pertain to or influence the schools.

17. Set up seminars involving school and community personnel for the discussion of school programs and problems when needed.

18. Edit a monthly house organ or newspaper featuring classroom teacher projects and activities, outstanding honors or unusual happenings in the lives of school personnel, and other pertinent information that would serve to bring employees of the schools closer together. Include recent happenings in education such as innovations, reviews of new books, and current research.

19. Formulate ways to provide feedback from teachers and other employees to the administration, providing for the proper utilization of such.

Part Eight

Division of Special Services

I. GOALS FOR THE DIVISION OF SPECIAL SERVICES

It is the goal of the Division of Special Services to coordinate the work of the counselors, the psychologists, court-related counselor, and health personnel in providing personal student services. Further, the division provides services related to student populations, transportation, and buildings to facilitate the programs of instruction. These services can be provided by

..... Implementing programs for students who deviate extremely from the normal in mental, physical, or social characteristics,

..... Providing a program of health and psychological services which will help students maintain healthy minds and bodies,

..... Gathering and processing demographic data,

..... Assessing instructional space needs and coordinating the construction of facilities,

..... Coordinating program planning among departments, and

..... Providing student transportation.

MR. JAMES BAILEY, Assistant Superintendent for Special Services, directs those services which facilitate the efficient operation of instructional programs.

II. OBJECTIVES FOR THE DIVISION OF SPECIAL SERVICES

This division exists only to provide services to the community, teachers, and students. It works with and through departments in providing these services and in coordinating cooperative planning among the departments to meet their objectives. These objectives are presented within the concepts of the service and planning function.

A. Objectives for the Planning Services Department

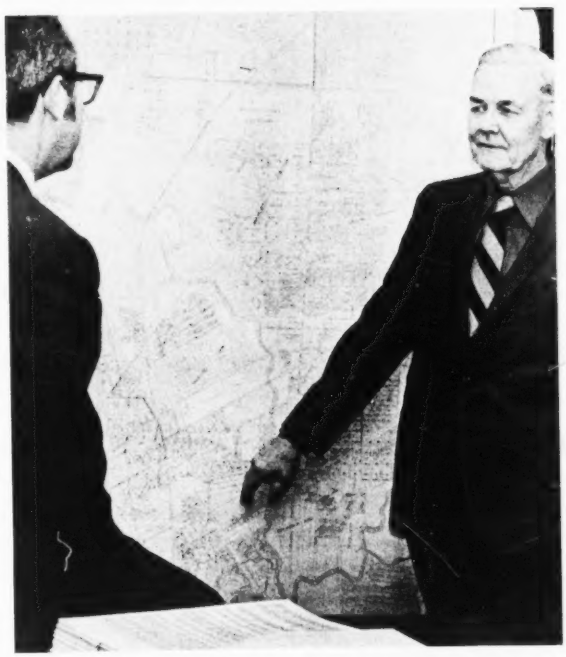
1. Establish a system for coordinating interdepartmental planning and develop models for program development by assessing needs, formulating short- and long-range goals, and presenting alternatives.

2. Make detailed models for the development of programs and integrate the functions of all departments concerned with a program.

3. Establish a system for conducting and processing the fifth-year census and intervening censuses deemed necessary.

4. Establish and maintain a file of membership forms on all students, including forms on students whose parents are in federally affected occupations (PL874 and PL815). Include in the file current age-grade-residence data on each child.

5. Develop standards for processing student applications for transfer into and within the district, for processing requests for information on current and former students, and for determining the eligibility of and making assignments of students whose parents or guardians reside outside the Fort Worth Independent School District.



MR. MARCUS MOORE, Coordinator of Census and Transfers, points out school attendance boundaries to Dr. Dewey Mays, Assistant Director of Curriculum.

6. Develop procedures to maintain attendance and fiscal accounts on all tuition and transfer students.

7. Design a method for making enrollment projections for the entire district as well as for each school attendance area and for recommending attendance boundary lines for each school.

8. Confer with city officials, Chamber of Commerce officials, utility companies, construction firms, industrial firms, and other appropriate groups concerning future plans for trafficways, industrial sites, housing developments, and zoning regulations.

9. Prepare building and demographic data for the Consolidated Application for State and Federal Assistance.

10. Develop a system for coordinating the preparation of the Superintendent's Annual Report.

11. Prepare the annual ethnology report to the United States Department of Health, Education, and Welfare.

12. Work with each school in developing instruments for obtaining information on students.

13. Establish for reference purposes a complete file of all building specifications and blueprints available on school buildings. Include up-to-date floor plans for each building.

14. Establish criteria to determine space needs for each campus based on projected enrollments.

15. Establish a system to coordinate the planning of new school buildings.

16. Develop standards for recommending locations of sites for future schools.

17. Develop a method for coordinating plans for needed additions and alterations to existing buildings.

18. Develop standards for the location and relocation of temporary buildings on campuses.

MR. CARL McADAMS, Architect/Engineer reviews plans for school building modification.

19. Explore innovative methods and materials for school construction. Stay abreast of latest developments.

20. Plan for the improvement of the acoustic and aesthetic environment of schools by the use of carpeting, acoustic tile ceiling, air conditioning, and improved lighting and by landscaping the grounds and using original art works indoors.

21. Organize building survey teams to study one-fifth of the buildings each year and to make such recommendations for improvements as required by the instructional program.

22. Assist teams in planning necessary adjustments in existing classrooms to accomodate special grouping of pupils, to improve utilization of staff, and to increase use of electronic equipment and audio-visual materials.

23. Constantly review the building standards books to prevent oversights of items which were unsatisfactory in previous projects.

24. Plan a physical education room in each school for using audio-visual aids and for discussion type instructional activities.

25. Plan teaching stations for physical education at each elementary school by constructing a building with only a roof supported by steel beams, an all-purpose floor surface, and sliding, fiber glass walls. Include sufficient storage space and a physical education office in the building.

26. In construction projects plan faculty lunch rooms in or near cafeterias of all elementary schools.

27. Work with groups to plan to enlarge school libraries to provide adequate space for the libraries to become both materials centers and laboratories for research and study. Include areas for individual study, rooms for group work, and listening and viewing centers.

28. Plan all future school buildings to include well-equipped carrels for teaching language, reading, speech, art, and similar subjects.

29. Make adequate provision in new construction for easy access by physically handicapped persons.

30. Install audio-visual hookups in both present and future classrooms and laboratories.

31. Equip all classrooms with movable shelf space for classroom reference books.

32. Consider in future plans improved physical education facilities in the secondary schools by providing enlarged basket and locker rooms, more shower facilities, equipment storage areas, separate gymnasiums for boys and for girls, weight and mat exercise rooms, improved outdoor areas, and swimming pools.

33. Consider plans to renovate older school buildings to accommodate new teaching methods and techniques.

34. Study new building codes, fire regulations and other pertinent laws, and plan a program to bring present buildings into compliance.

35. Plan laboratories for food, wood shop, and clothing in elementary schools with programs for the educable retarded.

36. Plan secondary art rooms with mechanical equipment necessary to perform certain new art techniques.

37. Plan space allotment in art rooms to National Art Education Association recommendation of 50 square feet per pupil exclusive of storage. Locate art rooms on ground floor with outside work area.

38. Plan music storage space for instruments, materials, and equipment.

39. Plan individual practice rooms in instrumental music areas, soundproof practice rooms and instructional areas, and provide acoustical treatment.

40. Plan adequate parking facilities at each school.

41. Plan latest environmental control facilities to efficiently dispose of waste, garbage and other debris with minimum amount of air pollution.

B. Objectives of the Special Education Department

MISS JOSEPHINE KELLY, Director of Special Education, plans the instructional program for a pupil with Mrs. Virginia Kurko, Educational Diagnostician.

1. Develop curriculum guides for the Educable Mentally Retarded, Levels IV, V, VI, and VII. Plan course sequences for a realistic program toward graduation for the secondary educable retarded.

2. Develop a reading series and a mathematics series for the educable mentally retarded.

3. Establish regular music classes for special education pupils. Encourage the use of rhythm instruments and recordings.

4. Complete the revision of the *Texas Curriculum and Study Guide for the Deaf* to meet the needs of all groups with hearing impairment.

5. Develop middle school programs of occupational training for the educable retarded accesible to all areas of the city.

6. Expand the educable mentally retarded school-work program with Vocational Rehabilitation to include the slow learner.

7. Plan a work-study program for the educable mentally retarded to include their working in a school laundry service.

8. Expand the Vocational Education, Vocational Rehabilitation, and Special Education cooperative vocational education program to encompass more students, more types of handicapped students, and a greater variety of vocational training.

9. Expand the speech and language therapy program to additional first-grade classrooms.

10. Provide diagnostic classes, with appropriate specialized staff, for complete evaluation of pupils with multiple problems, or with questionable diagnosis, prior to enrollment in a special class.

11. Extend the speech therapy program for serious cases to include summer instruction.

12. Expand programs for emotionally disturbed and children with learning disabilities and extend these programs to the secondary level.

13. Plan an itinerant program for special instruction of pupils who exhibit learning disabilities (MBI).

14. Pilot experimental classes using the technique of operant conditioning with the emotionally disturbed, with the educable retarded, and with children who have learning disabilities. This would involve supplanting an undesirable behavior with a desirable one.

15. Develop itinerant teacher programs, resource room programs, and crisis teacher programs in schools for students with emotional problems.

16. Develop a year-round comprehensive physical education and recreation program for all special education pupils, including such activities as bowling, boxing, swimming, fishing, and skating.

17. Establish a planning committee to make realistic vocational plans for the educable mentally retarded, deaf, minimally brain-injured, and visually handicapped from such interested groups as Vocational Education, Vocational Rehabilitation, Labor Department, and Special Education.

18. Obtain qualified and specialized teachers for special education in the areas of art, music, physical education, home economics, and industrial arts.

19. Utilize more psychiatric consultation services for teachers of pupils who are diagnosed emotionally disturbed.

20. Employ occupational and physical therapists for the orthopedically handicapped.

21. Provide home-school counselors for special education students.

22. Provide a consultant psychologist and/or a psychiatrist for each class for emotionally disturbed students to assist the teacher and parent through consultation and through direct therapy as the need arises.

23. Plan a continuous in-service program in all areas of exceptionality.

24. Expand plans for special education teachers to observe in the classrooms of experienced teachers.

25. Provide orientation workshops for parents of pupils new to special education.

26. Seek additional community resources for diagnosis and treatment of children with mental and emotional disorders.

27. Develop a media center for special education teaching materials and equipment.

28. Expand provisions for expendable supplies for all special education classes.

29. Develop a central file room for records of children receiving special services to avoid duplication of records. Data will be provided by visiting teachers, counselors, school physician, speech therapists, psychologists, remedial reading teachers, and classroom teachers.

30. Provide a regional library of braille and large print books.

31. Provide a speech and language diagnostic center for children with severe language disorders, and plan a program of remediation.

32. Continue to cooperate with the Texas School for the Deaf in utilization of instructional television random-access systems and computer-assisted instruction, Language Masters, Tiny Tutors, and controlled readers modified for use with the hearing impaired.

33. Continue to develop 8mm single-concept films for the hearing impaired.

34. Provide facilities at Crestwood School for industrial arts and homemaking laboratories and develop a sound vocational-occupational training program for the trainable retarded.

35. Build a modern physical education plant on the Crestwood School campus to include a swimming pool and gymnasium.

36. Install specially designed outdoor physical education equipment on elementary campuses where special education classes are located.

37. Develop recreational facilities and a sound recreational program for secondary retardates.

38. Plan indoor activity areas for the deaf which are adequately wired for use of auditory training equipment.

39. Provide a glass-enclosed conference room in each special class for the emotionally disturbed.

40. Install one-way glass viewing windows in classrooms for the minimally brain-injured and emotionally disturbed.

41. Provide individual table-desks or trapezoidal reading tables for all elementary programs for minimally brain-injured and educable retarded.

42. Provide acoustically treated, well-lighted, and ventilated therapy rooms for speech therapists.

43. Provide home-to-school telephone service for long-term homebound pupils.

44. Plan mobile classrooms for teachers of homebound students.

C. Objectives for Counseling Services

1. Provide a comprehensive, continuous guidance program, kindergarten through Grade 12, including counseling in academic, vocational, and avocational areas.

2. Review and evaluate the role of counselors.

3. Produce a guidance handbook for the elementary schools.

4. Develop individual and group guidance and counseling programs for all students, especially for those with adjustment and emotional problems.

5. Pilot the use of counselors to provide group counseling and guidance services to students in remedial reading classes.

6. Provide more careful testing, screening, and counseling for students planning to enter technical programs.

7. Expand the elementary counseling program to provide a counselor for each 2000 pupils in the elementary schools.

8. Reduce the full-time counselor load to 600 students in the middle school and to 400 students in the high school.

9. Utilize counselors more fully as referral agents for students with minor and incipient behavior problems not involving punitive action.

10. Establish a referral counseling system whereby a teacher may refer students with special learning problems and students with high abilities to individual school administrators.

11. Set up a system of automatic referrals to a counselor for all students returning to school after having been involved with the police or other law enforcement agency.

12. Develop a program within each school which actively publicizes the availability of counselors to assist students with problems, whether academic or personal.

13. Have a counselor on duty during evening hours one or two evenings each week in order to counsel with students.

14. Have at least one counselor on duty twelve months each year in each of the high schools.

15. Provide clerical assistance to counselors thereby freeing them for professional tasks.

16. Establish a city-wide college and career night program that would make it possible for more college representatives and leaders of business and industry to present programs.

17. Provide students with more occupational and vocational information through school guidance programs, assembly programs, and suitable subject areas and keep this information up-to-date and pertinent to job opportunities in this area.

18. Develop a vocational placement service to work with Texas Employment Commission and other agencies in placing graduates and dropouts.

19. Through computer terminals, make available to students and counselors information on vocations, college entrance, financial aid, and job opportunities.

D. Objectives for the Office for Court-Related Cases

1. Continue to interview and counsel with all school age children returning from state correction schools.

2. Broaden work with community health and welfare resource groups in adjusting school-related problems of children under the court liaison counselor's jurisdiction.

3. In court-related cases, provide counselors of various ethnic groups so that the counselor and the parents and children with whom he is working are of the same ethnic background.

MR. DAN CAMPBELL, Liaison Counselor for Court-Related Cases, and Billy Whitworth, Assistant Counselor, discuss the drug prevention program with a student committee representative.

4. Continue city-wide stress on attendance and inform parents and city leaders of the school district's attendance difficulty.

5. Provide attendance officers for various areas of the district to work with parents and children having attendance difficulty.

6. Maintain close coordination with the district attorney's office in filing under Penal Code Article #299 of the Texas Compulsory School Age and Attendance Law.

7. Work toward stronger enforcement by the courts of truancy problems.

8. Increase clerical personnel so that complete files may be kept on all court-related cases with which the liaison counselor works.

9. Provide a policewoman and a lady assistant liaison counselor to counsel the girls who come through the office and to do the follow-up on the girls.

E. Objectives for Visiting Teacher Services

1. Employ case workers to help in schools with race-related problems.

2. Coordinate the efforts of the visiting teachers with those of the various welfare agencies in meeting the economic needs of students that deter satisfactory progress in school.

3. Employ a visiting teacher in each secondary school.

F. Objectives for Psychological Services

1. Review periodically the school district's needs for psychological services, revise the program, and adjust services to meet these needs.

2. Plan programs to help counselors, visiting teachers, and others maintain their diagnostic and interpretive skills.

MRS. REBA JONES, Coordinator of Psychological Services, discusses the work of the office with the staff psychologists.

3. Provide to other departments the relevant knowledge from the area of psychology that is helpful in solving educational problems and that encourages and promotes pupils' growth and development.

4. Extend and expand the information provided to instructional departments regarding students' learning needs and the geographical location of the students.

5. Extend and expand services to special education to meet the needs of educational diagnosticians for planning individualized programs for students.

6. Extend and expand service to special education for determining the need of various kinds of special programs.

7. Assist in developing a summer program for pupils identified as experiencing severe learning difficulties in the first grade.

8. Enlarge the psychological staff to provide one school psychologist or psychological examiner for each 150 teachers.

9. Provide technical assistance in the use of behavior modification techniques in the classroom.

10. Provide stipends for graduate students in psychology to administer individual tests in order to broaden the scope of the evaluation services in the school psychology program.

11. Establish more effective use of psychological services through a series of meetings at which psychologists and counselors discuss problem situations and modification procedures.

12. Provide psychological consultations to teachers at the request of the department of personnel.

13. Work with area institutions of higher learning to develop programs in school psychology.

14. Work with institutions of higher learning to arrange a supervised practicum for students in psychology in order to provide aides for school psychologists.

15. Extend and refine the early identification of emotional learning and adjustment problems to include preschool and kindergarten pupils.

16. Work with the curriculum department in developing materials in human relations and social dynamics for children at all levels.

17. Work with the curriculum department in the development of social and emotional concepts in the curriculum planning at all levels.

18. Provide through in-service education the tools and techniques necessary for elementary teachers to screen their pupils in terms of developmental and learning tasks.

19. Prepare in-service materials and programs to help teachers identify students with special emotional and psychological needs.

20. Develop additional materials for improving communication between the psychologist and the teacher.

G. Objectives for the Health Services Department

1. Expand the nurse's aide program to provide more coverage in each school by health services personnel.

2. Develop a plan to teach pregnant girls health, hygiene, human growth, infant care, and family planning.

3. Organize a committee of key school personnel and students to represent the school system in the drug development program of the Tarrant County Medical Society.

4. Cooperate with the state medical authorities in their attempt to adopt a state-wide immunization program.

5. Develop a program to inform students and school personnel about venereal diseases.

6. Provide first aid material and information for all schools.

7. Institute programs of first aid instruction for school personnel.

8. Furnish a stretcher and a wheelchair in each school for use with injured students and school personnel.

9. Promote optimum sanitary conditions. Provide proper sanitary facilities to protect the health of school personnel and prevent communicable diseases.

10. Counsel with pupils, teachers, parents, and others in helping them to obtain needed medical treatment.

11. Seek opportunities for health service personnel to inform the community of the school health program.

12. Continue to work closely with the Tarrant County Medical Society to seek solutions to mutual concerns such as preschool physical examinations for indigent children, changes in immunization regulations, and control of communicable diseases.

DR. BLANCHE TERRELL, Administrator of Health Services, supervises all services of the district related to health.

13. Encourage teachers to use school nurses as resource people to help with the teaching of health education and physical education classes.

14. Require measles vaccine for all kindergarten and first-grade pupils.

15. Develop and publicize a program in which the responsibility for transporting ill or injured pupils is assumed by the parents instead of school personnel.

16. Develop a policy by which all personnel are required to have a periodic complete physical examination for continuing employment.

17. Develop a program to train bus drivers to handle medical emergencies of pupils, such as epileptic seizures or insulin reactions.

18. Organize a committee of key school and community leaders to plan an optimal school health program which will promote, protect, and maintain the health of all pupils.

19. Develop a policy and procedure handbook for health services.

20. Develop a program of continuous self-evaluation for health services.

21. Develop guidelines for use in self-evaluation by the individual school nurse.

22. Make a periodic report to the superintendent of schools of the services performed by health services.

23. Develop a program to assure that each bus driver is physically and mentally able to drive.

H. Objectives for the Transportation Department

1. Work toward a total transportation program, wherein all drivers will be full-time drivers.

2. Expand the training school for all drivers and equipment operators.

3. Increase free transportation available for class-related field trips.

4. Provide a bus at each school to transport physical education classes to teaching stations away from the school.

5. Consider equipping buses with radio communication systems.

MR. RANDY INGLE, Transportation Manager, gives instructions to Mrs. Wilmer Rouse concerning her bus-driving schedule for the day.

6. Extend the present school day for some orthopedically handicapped, visually handicapped, and emotionally disturbed students through the provision of more adequate transportation facilities.

7. Erect a building on transportation compound to be used as an assembly and training room for drivers. Equip the building with restroom facilities.

8. Erect a paint and body shop and add four additional bays to existing garage. Increase the asphalt area for parking buses and erect a high fence around the transportation compound.

Part Nine

Division of Business

I. GOALS FOR THE DIVISION OF BUSINESS

It is the goal of the Division of Business to facilitate the instructional programs in the Fort Worth Public Schools through the provision of needed services. This goal can be fulfilled through

..... Providing business services conducive to an effective and efficient operation,

..... Providing for the maintenance and care of buildings and facilities necessary to administer the educational programs in the district, and

..... Providing the materials essential to the instructional program.

MR. EUGENE HIGHTOWER, Assistant Superintendent for Business, coordinates all fiscal functions of the school district as well as maintenance and operations.

II. OBJECTIVES FOR THE DIVISION OF BUSINESS

The prime goal of the Division of Business is to provide the business services required for the efficient and effective operation of the Fort Worth Independent School District to meet the goal of providing an appropriate education for each child. The Division of Business has drawn heavily on the needs of the other divisions in making suggestions for improving business services for the school district through 1982.

A. Objectives for General Business

1. Provide sufficient funds to continue to maintain outstanding school programs. These funds might be secured from natural economic growth, from legislation raising the statutory limit above $1.50 per $100 valuation, from raising the assessed valuation within the district, from securing a change in the way funds are allocated from the State of Texas, or from some other sources.

2. Consider improving the quality of bonds to be sold by reducing the time span of the bonds from 25 years to 20 years.

3. For future bond sales, continue the policy of keeping the bonds issued at a level maturity in order to keep the tax rate stable.

4. Plan ways to improve the supervision of all department budgets throughout the year.

B. Objectives for Purchasing

1. Develop the purchasing department into a system of supply and services to furnish all equipment, services, and supplies of any nature for the school district.

MR. HOMER PEGRAM, Director of Purchasing, and his staff make all purchases for the school district.

2. Devise a system of property accounting, using data processing, to account for every piece of equipment owned by the school district.

3. Consider use of a program, when warehouse records are on data processing, to allow the department of purchasing to purchase in bulk at all levels of operation in the school district.

MR. CARL MAXWELL, Accountant, and Mr. Don Irby, Assistant Accountant, discuss the operation of the accounting department.

4. Standardize equipment and instructional supplies where possible to permit volume purchases.

5. Purchase supplies and equipment during the season of the year most advantageous to the school district for cost and delivery.

C. Objectives for Accounting

1. Consider extending the use of microfilm to store invoice and voucher records, making it possible to destroy hard copies.

2. Establish a central finance department to perform the bookkeeping tasks being done at the individual school level.

3. Plan a training program on keeping internal finance books for the secretaries and the clerks in the schools.

4. Consider establishing with the depository bank a separate bank account for each school.

5. Provide for each school internal audit services by accounting office personnel.

6. Make plans to change from using accounting procedures in Texas Education Agency Bulletin 613 to using those in Bulletin 679.

D. Objectives for Budgeting

1. Consider employing budgetary controls by schools or areas, thereby giving a better reporting system to the assistant superintendents, directors, and consultants regarding budgetary items.

2. Involve more personnel in budgetary planning and increase individual responsibility for its implementation.

3. In consideration of installing "Planned Program Budgeting Systems," involve other divisions in adjusting their procedures to conform to this system.

E. Objectives for Payroll

1. Develop a simplified method of reporting payrolls from each school and department, giving special attention to reporting exceptions.

2. Study the assignments of personnel in the payroll section, making necessary adjustments as the computer system is increasingly employed.

3. Consider making the payrolls twice each month with special consideration to the payroll issue dates.

F. Objectives for Warehouse Services

1. Develop more general proficiency among warehouse employees through continuing in-service training activities.

2. Consider maintaining a crew to fill school orders at night for delivery the following day.

3. Consider establishing a procedure to service maintenance vehicles with gasoline and oil at night.

MR. H. W. BLEVINS, Warehouse Manager, looks over the new warehouse facilities.

4. Train and qualify an employee to inspect and evaluate furniture in the various schools to determine the feasibility of repair and refinishing, to prepare schedule for refinishing furniture, and to make recommendation for proper disposition of used furniture no longer repairable.

5. Proceed with numerical system of item identification and establish inventory accounting and control through data processing.

G. Objectives for Maintenance

1. Study the maintenance organization and make recommendations for reorganization.

2. Develop a handbook outlining policies, procedures, duties, and other pertinent facts relating to maintenance and provide a copy for each employee.

3. Enlarge the maintenance facilities to provide room for expanded services such as repair of language laboratories and audio-visual equipment.

4. Provide for complete maintenance of physical education outdoor play area by employing a staff of men to repair and replace physical education equipment and facilities.

5. Provide a snack bar and a shower and dressing room for the employees.

6. Build a central headquarters for grounds equipment and set up at least three substations.

7. Develop a new work order system, considering the method for making requests, approval, rejection, scheduling, and notification to person making request.

8. Place the maintenance accounting records on data processing.

9. Plan budgets for building improvements.

MR. CLYDE BUNNELL, Assistant Business Manager, uses the radio network to help in coordinating the maintenance and operations program.

10. Study future personnel needs in maintenance and make recommendations accordingly.

11. Continue to study wage scales for the Fort Worth area and determine maintenance employees wage scales accordingly.

12. Continue to emphasize training programs for all maintenance employees.

H. Objectives for Operations

1. Develop a handbook outlining policies, procedures, duties, and other pertinent facts relating to operations and provide a copy to each employee.

2. Develop a written description of work to be performed in each building.

3. Design daily work schedules to accomplish work description.

4. Develop job descriptions for foremen, supervisors, head custodians, custodians, and maids.

5. Reorganize the custodian supervisor's section. Place one supervisor in charge of high schools, one in charge of middle schools, and two in charge of elementary schools. Make the supervisor responsible for the condition of each building.

6. Assign 50 to 60 percent of the custodians to 3:30 p.m. to 12:00 midnight schedules. Provide adequate night supervision.

7. Continue to develop the security division to assist the Fort Worth Police Department in protection of buildings and properties.

8. Continue to study wage scales in the Fort Worth area and determine operations employees wage scales accordingly.

9. Continue to emphasize training programs for all operations employees.

Part Ten

Conclusion

Once more the staff has reflected, studied, conferred, evaluated, and looked into the future regarding all aspects of the learning opportunities provided by the Fort Worth School System.

What will the years between 1971 and 1982 really bring? What changes, what opportunities, what demands? No one knows, of course, but the preceding pages lay out the ideas of the staff as to what will be required to give every student adequate preparation.

As each preparatory step is taken and plans are crystallized, the staff will present them to the Board of Education for its consideration.

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